

# JACARANDA RETROACTIVE 2

NSW AUSTRALIAN CURRICULUM HISTORY | STAGE 5 | SECOND EDITION





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Second edition published 2018 by  
John Wiley & Sons Australia, Ltd  
42 McDougall Street, Milton, Qld 4064

First edition published 2014

Typeset in 11/14 pt Times LT Std

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ISBN: 978-0-7303-4770-5

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Cartography by Spatial Vision, Melbourne and MAPgraphics Pty Ltd, Brisbane

Typeset in India by diacriTech

Illustrated by diacriTech and Wiley Composition Services

Printed in Singapore by  
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This textbook contains images of Indigenous people who are, or may be, deceased. The publisher appreciates that this inclusion may distress some Indigenous communities. These images have been included so that the young multicultural audience for this book can better appreciate special aspects of Indigenous history and experience.

In this book, the term 'Aboriginal person' rather than 'Koori' is used when referring to Indigenous Australians. The issues raised are not unique to any particular region of Australia so the country-wide reference has been maintained.

It is recommended that teachers should first preview resources on Aboriginal topics in relation to their suitability for the class level or situation. It is also suggested that Aboriginal parents or community members be invited to help assess the resources to be shown to Aboriginal children. At all times the guidelines laid down by the relevant education authorities should be followed.



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An interactive version of the timeline is available on learnON.

*Develop your historical skills*  
questions are graded activities using a range of visual and text sources, that cover the syllabus's historical skills.

*Retroactive* features stunning detailed artwork that is clearly labelled for easy use in class.





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# ACKNOWLEDGEMENTS

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# TOPIC OV1

## The making of the modern world

### OV1.1 Overview

Numerous **videos** and **interactivities** are embedded just where you need them, at the point of learning, in your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). They will help you to learn the content and concepts covered in this topic.

#### LEARNING OUTCOMES

In this topic students will investigate:

- The nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia **OV1.2**
- The nature and extent of the movement of peoples in the period (slaves, convicts and settlers) **OV1.3**
- The extent of European imperial expansion and different responses, including in the Asian region **OV1.4**
- The emergence and nature of significant economic, social and political ideas in the period, including nationalism **OV1.5**
- The inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression **OV1.6**

#### OV1.1.1 Introduction

The modern era began during the eighteenth century. The Age of Reason celebrated new ideas and rational thought. With reason came the Scientific Revolution, a break away from traditional beliefs and superstition. The Agricultural Revolution greatly improved farming with new methods for growing crops and breeding animals, and the invention of labour-saving machinery.

The Industrial Revolution transformed the lives of ordinary people as factories and new machinery created huge industrial cities. People moved from country villages and farms to find work in factory towns and mines. Western civilisation became global as Europeans established colonies, laid railway lines across continents and built trade empires.

This was the age of revolution. Principles of liberty, equality and fraternity shaped the social and political order of modern society. Radical political ideas and movements swept kings from their thrones, and created new nations and systems of government.

By the beginning of the twentieth century, the old order was rapidly changing. The United States of America was emerging as the new world power. The spirit of nationalism that created the nineteenth-century European nations was inspiring people who belonged to ethnic minorities and small countries. The rivalry between the world powers and the emerging new world order would now thrust the twentieth century into the world's first global conflict.

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**Watch this eLesson:** The making of the modern world (eles-1060)

**SOURCE 1** A celebration of the role of industry in shaping the modern world is expressed in the painting *Industry of the Tyne: Iron and Coal* by William Bell Scott.



## Starter questions

1. Think of the meaning of the word *revolution* and describe the different kinds of revolutions that have occurred in modern history.
2. What is modern history? Consider when you think the modern history of the world began, and the events that have shaped our modern times.
3. Consider what the impact of conquest and settlement would have been on the peoples of Africa, Asia and the Pacific during the nineteenth and early twentieth centuries. List what you think the benefits and drawbacks were of the spread of European institutions, culture and people across the world.
4. What does *nationalism* mean?

# OV1.2 The Industrial Revolution — nature and significance

## OV1.2.1 The eighteenth century — a revolutionary age

At the end of the eighteenth century the great majority of people in Europe led simple agricultural lives as **subsistence** farmers. Making a living from their small plots of land was a constant struggle. Starvation, due to a bad harvest, was never far away. People worked their fields by hand. These European peasants remained ignorant and downtrodden. They were governed by **despotic** kings who inherited their power and



continued to demand heavy taxes, even through times of food shortages. The wealth of Europe still relied upon the work of the peasants in their fields.

A form of **representative** government existed in England, Holland and some small European states. The power of the English monarch was increasingly limited by the influence of a **parliament** composed of wealthy landowners. The landowners and the important members of the Church formed a powerful nobility who remained only a very small group in the total population.

This eighteenth-century world was changed forever by three great revolutions in human history:

- The American Revolution, 1775–83 — the American War of Independence and the creation of the American Constitution demonstrated the ability of colonial people to achieve independence and establish a new system of government.
- The French Revolution, 1789–99 — demonstrated the ability of citizens to destroy the power of **absolute monarchy**, and the growth of new political ideas such as **liberalism** and nationalism.
- The Industrial Revolution — demonstrated the power of machines to replace the physical labour of humans and animals.

## OV1.2.2 The Industrial Revolution

The Industrial Revolution is the name given to the great changes that began in Britain in the eighteenth century. These changes altered the way in which goods were made, and the way that people lived. The task of making goods was taken out of small homes and villages and placed into large new centres of manufacturing where people, materials and technology were gathered.

Historians regard industrialisation as the biggest change in human history since the coming of the wheel, or the development of agriculture.

Like these earlier revolutionary changes, the Industrial Revolution did not begin suddenly, but occurred over a long period of time.

The **Source 3** timeline shows the significant inventions and events of the Industrial Revolution, in Europe and around the world.

### Australian manufacturing for the masses

The technology of the industrial revolution was quickly adopted in Britain's most remote colony, New South Wales. Australia's first steam-powered flour mill commenced operation in 1813 at Darling Harbour. Barker's Mill ground wheat so efficiently that by 1826 their production levels required the construction of a five-storey high grain store and a large wharf to enable distribution of processed goods.

Transport and communication links became a priority as Australia's agricultural industry developed. By 1830 steamships were regularly in use in New South Wales, followed by the construction of railway lines in the 1850s. As each of the Australian colonies embraced the new technology of overland telegraphs

**SOURCE 1** The modern world was transformed by the technology of the Industrial Revolution. In this 1901 car advertisement, the glamorous Spanish-born dancer and actress Carolina 'La Belle' Otero is pictured driving a car with her passenger Michel Zelete, the valet of the Marquis of Dijon. In 1909 the Ford Motor Company began mass production of the famous Model T automobile.

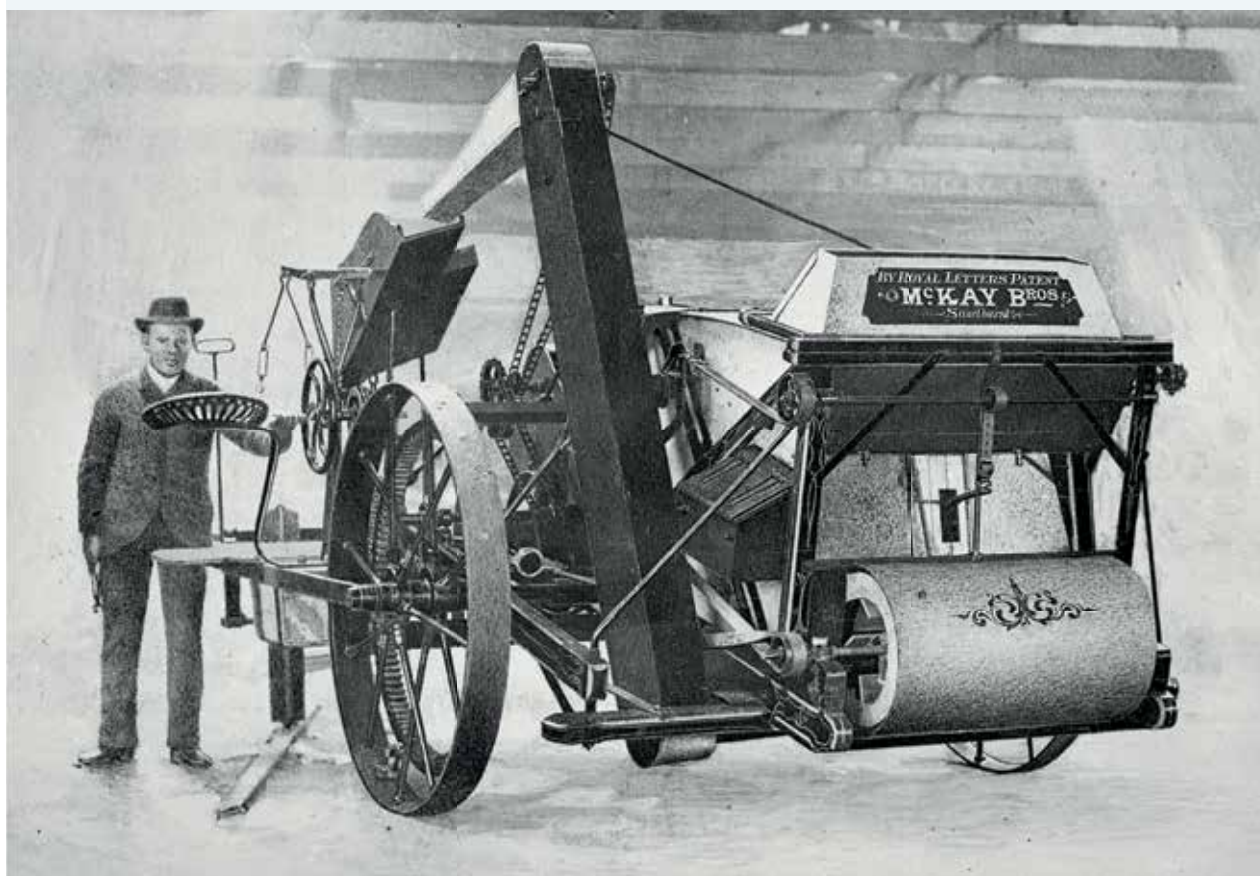


and developed railway systems, more Australian agricultural products and mass-produced goods were transported to the seaports and the expanding overseas markets.

The 1851 discovery of gold was one of the most important events in Australia's history. Technology to sink shafts, transport **quartz** and extract gold was urgently required. The need for mechanised transport increased and new engineering works were established. Australia's economy grew rapidly, affecting every aspect of Australian life. Factories were built to supply a wealthier and larger population with a vastly expanded range of locally produced goods and services.

The Australian economy boomed during the 1880s. Mining dredges for the goldfields, lifts for city buildings, pumps for water sewerage systems and bricks for thousands of new houses were mass-produced in Australia's factories. The power of technology and industry combined with population growth to transform a penal colony into a thriving new nation.

**SOURCE 2** The development of the Sunshine Harvester in Victoria in 1883 brought major change to Australian agriculture. Seventeen-year-old Hugh McKay built a machine that could winnow the wheat as it was being harvested on his father's farm. A factory was soon established manufacturing thousands of Sunshine Harvester machines that were sold in Australia and around the world.

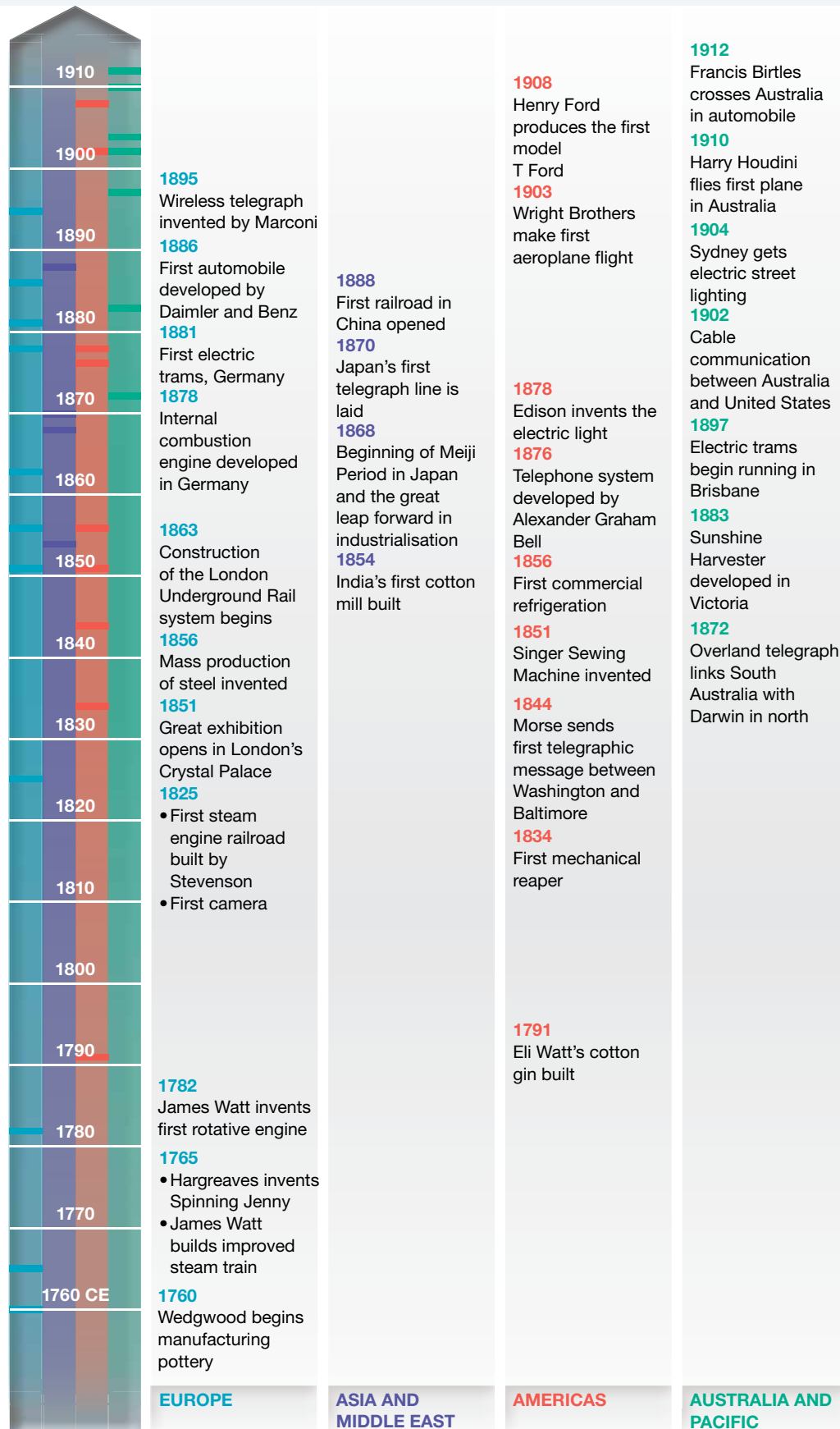


## RETROFILE

In 1880, the production line arrived in Australia when the first automatic biscuit-making machine was imported by the manufacturers Swallow and Ariell. Only a few workers were required to mix, cut, cook and pack thousands of biscuits a week.

In 1884, Thomas Brunton introduced the latest overseas flour milling technology to his Australian Mills. Grooved iron rollers were installed in machinery to produce huge quantities of flour cheaply and quickly.

### SOURCE 3 Timeline of significant inventions and events during the Industrial Revolution





## OV1.2.3 From revolution to reform — significance of the Industrial Revolution

The Industrial Revolution eventually changed the way that people lived all over the world.

- Structure and organisation of society: peasants from rural villages became workers living in the slums of industrial towns. The workers were known as the *proletariat* and the factory owners and managers were known as the *bourgeoisie*.
- World population: increased food production, gradual improvements to living conditions and medical advances led to the growth of the European population from 187 million in 1800 to over 400 million in 1900.
- Role of governments: The British Factory Act of 1883 and a range of other laws regulated the employment of children and generally improved working conditions in mines and factories.
- Contact between regions and countries: world trade and finance links stimulated economic growth.
- New political ideas: the educated middle classes demanded greater representation in government, along with political and personal rights.
- Technology for warfare: industrial power and military strength became more closely linked as much larger quantities of armaments were produced.

**SOURCE 4** The terrible poverty of working class Industrial Revolution England seen in the daily life of a woman seated on a doorstep in London



**SOURCE 5** Sydney was hit by bubonic plague, known in Europe as the Black Death. Rats living in the slums that had grown up around the city's industrial areas were spreading disease. The government was forced to act by demolishing nearly 4000 buildings in the infected areas and improving general sanitation. This photograph, taken in 1900, shows health officials and rat catchers with the morning rat collection.



## OV1.2.4 Skill builder: Perspectives and interpretations

History is the story of the past. It is a story that is incomplete because so much of the past has not survived, or has been forgotten long ago. It is also a story that can be told in different ways.

Historians study the sources of information that have survived to explain and understand events, places and people of other times. How the past is interpreted and understood is shaped by the historian and the surviving sources of information. Historians write from a particular point of view. There are a great range of perspectives, or viewpoints, from which history can be interpreted. Different historians can interpret the same historical event in many ways because their points of view can be influenced by such things as their gender, age, cultural background or religious and political beliefs. We all have a background that influences our perspective or perception of the world.

Until the 1970s, the historians writing about the history of our country did not focus on the experience of women, migrants, Aboriginal Australians or ordinary workers. Australian history was usually written from a military or political perspective, and focused on the achievements of important men. Historians writing today come from a broader range of backgrounds, consult a wider range of sources and investigate people and events from many different areas of Australian life. Historians now write from a range of perspectives to build a broader understanding of Australia's past.

The creators of the primary sources that we use to construct our understanding of the past also come from a wide range of backgrounds and present particular points of view. Newspaper reporters, photographers, political figures, novelists and cartoonists have their own opinions and perceptions of events. Cartoons are valuable sources of information as they can often provide an insight into the popular attitudes and viewpoints of the time being studied. Political cartoons such as **SOURCE 6** were not intended to be funny, but designed to visually express the cartoonist's opinion about an event or social issue.

**SOURCE 6** Cartoon from *The Bulletin* magazine, 27 June 1912, showing the extremes of wealth and poverty brought about by unemployment, exploitation of the workers and the greed of industrialists



**3** 'MY FRIEND, MR POVERTY'

- 1** The unemployed lining up for work in the background
- 2** The unemployed, desperate for employment, are shown as a skeleton — worked to 'the bone'.
- 3** Caption showing the extremes of Australian working life — poverty and wealth
- 4** Lion, representing the wealth and power of British business interests, dominates all.
- 5** 'Ship owner' written on hat
- 6** Bosses shown as having grown fat on the labour of the exploited workers

Working in small groups, analyse **SOURCE 6** by discussing the following questions.

1. What are the visual details of the source?
2. What does the written content of the source mean?
3. What is the issue identified in the source and what is the overall message expressed?
4. How do you think these different groups would have responded to the cartoon when it was published?
  - Australian politicians
  - Unemployed Australians
  - Australian workers
  - Australian and British industrialists
5. What view of life in the new Australian nation does the cartoonist express through the source?
6. From the evidence in the text, suggest an alternative perspective or viewpoint of life in Australia at the beginning of the twentieth century.

## OV1.2 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Comprehension and communication

1. Social change accompanied the Industrial Revolution. How does the **SOURCE 1** image of La Belle Otero provide an understanding of how technology was changing the world?
2. Design an advertisement for the amazing new Sunshine Harvester (**SOURCE 2**). The introduction of technology to wheat farming expanded the areas where wheat could be grown profitably. Mechanical inventions saved on labour costs and reduced the amount of time needed for key farming tasks. Use this as the selling point of the Harvester.
3. The timelines in this topic provide an overview of significant events and developments in the history of the modern world. Working in small groups, select three entries each from the **SOURCE 3** timeline, research the factual details of importance to your chosen items and then present your findings to the group.
4. **SOURCE 4** presents the grim face of the Industrial Revolution. Imagine that you are the curator of a museum displaying a photographic exhibition of the people and events of the nineteenth century. Write a caption explaining the significance of this image to understanding the history of this period and the change that accompanied it.

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**Complete this digital doc:** Worksheet OV1.2 The Industrial Revolution (doc-23091)

## OV1.3 The movement of peoples

### OV1.3.1 The European population

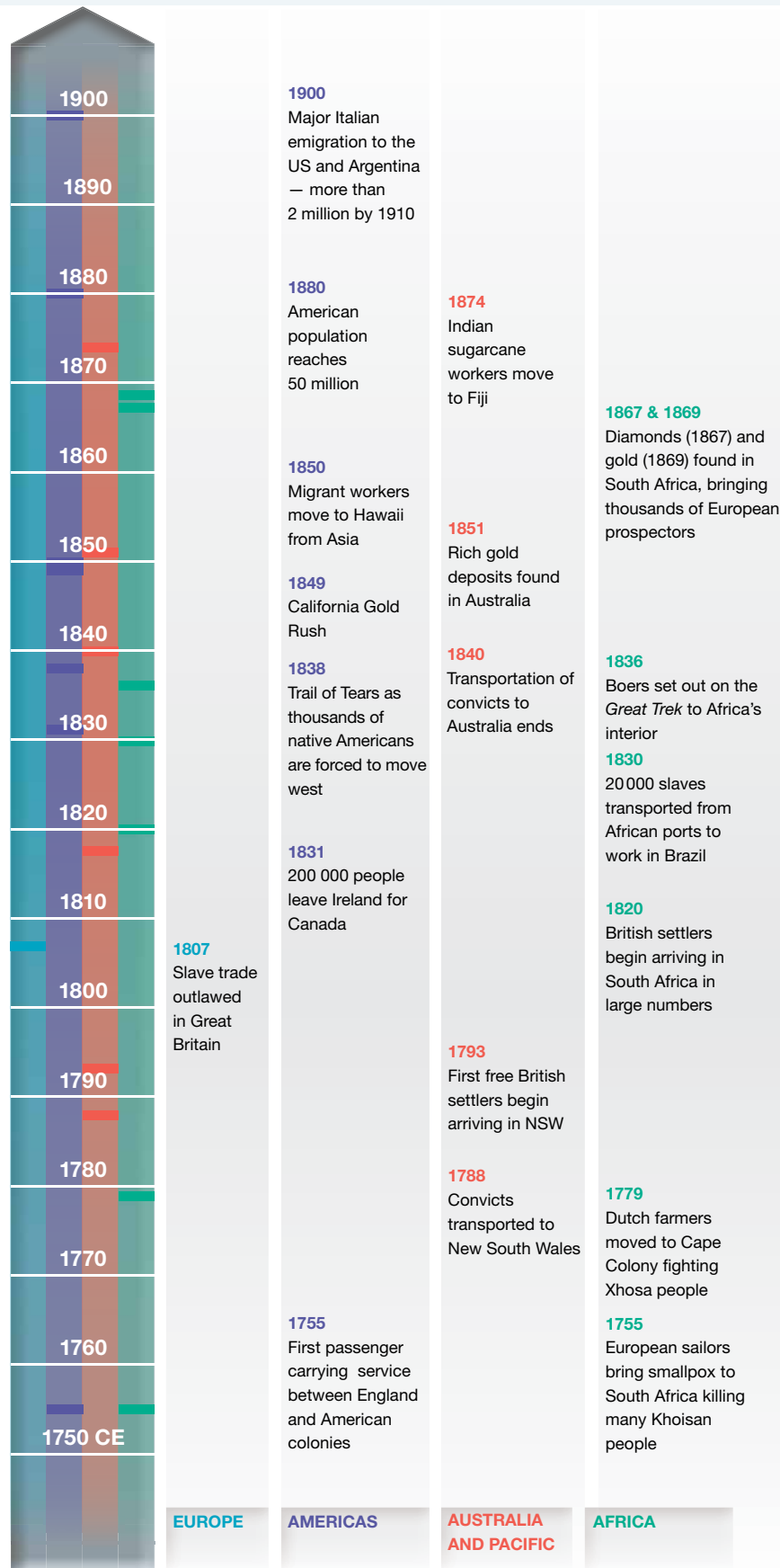
The increase in the size of the European population was accompanied by the movement of people from the *Old World* to the *New World* of the Americas and beyond.

- By the early eighteenth century, European explorers had established 13 colonies across North America's east coast. At the end of this century the population of these colonies was over two million.
- Late-eighteenth-century European exploration moved deep into the heart of Africa and mapped the coastlines and islands of the Pacific.
- In India, the foundations of British colonial control were established in the early nineteenth century.
- In Australia, the first European colony in the region was declared in 1788.

European people and their power were spreading across the globe. Between the middle of the nineteenth and beginning of the twentieth century, one in ten Europeans left their home country for destinations such as the Americas, Australia and New Zealand. This emigration of over 50 million people was the single biggest movement of people in human history. The **Source 1** timeline outlines the movement of peoples in this era.



**SOURCE 1** Timeline of the movement of peoples from the mid eighteenth century to the early twentieth century



### OV1.3.2 Slaves

Over 12 million Africans were transported to the slave markets of Europe between the fifteenth and nineteenth centuries. Historians estimate that an additional ten million people were taken captive, but perished before reaching the European slave markets. Europeans discussed the cruelty of slavery, but the trade continued because it was argued that the wealth from slavery outweighed the evil.

In 1444, the first Africans to be brought to Europe as slaves were put on display in a market place in Southern Portugal. Two hundred slaves, captured by **Berber** merchants, had been traded and transported to Europe. By the mid fifteenth century, nearly a thousand African slaves a year were transported to Portugal. Gold and spices remained the most valued fifteenth-century trade items, but the demand for slaves began to grow. The Portuguese were the European pioneers of the slave trade, transporting most to the colonies in the Americas. The valuable trade goods such as sugar, tobacco, cotton, coffee, rice and indigo were produced by slave labour of the plantations.

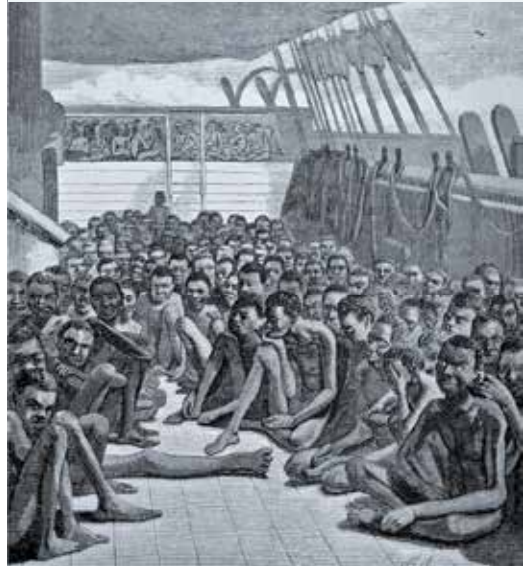
The wealth that came from slavery attracted traders from other European countries. The Dutch, British, Spanish and French established their own trade stations taking as many slaves as they could capture or buy from powerful slave trading African tribes: the Ashanti, Benin and Dahomey people. By the beginning of the eighteenth century, approximately 100 000 Africans were shipped across the Atlantic Ocean every year to work plantations from the mouth of the Amazon River to Virginia in North America. By the mid nineteenth century there were four million slaves working the cotton fields of North America to satisfy the huge world demand for cotton. Slavery dominated the economy of the southern states of America and the Caribbean.

### OV1.3.3 Convicts

Between 1750 and 1850, the population of Britain grew from six to eighteen million. With the Industrial Revolution the population exploded in the cities, where people congregated in their search for work. Women and children were employed before men, because they were cheaper to hire. The poor and destitute turned to street theft and house burglary to provide for themselves.

The eighteenth-century British government was faced with a sharp increase in crime. Their solution was the death penalty, or transportation to prisons in a distant land. During the seventeenth century, Britain used transportation to the American colonies as a form of punishment. This ceased in 1775 when the American colonies rebelled against British rule. The British government then confined the convicts

**SOURCE 2** Trade of goods and people linked Europe to Africa and the Americas. From the seventeenth century until approximately 1820, the vast majority of people travelling across the Atlantic Ocean were African slaves. Over the course of the seventeenth century, an average of 20 per cent of the slaves died on board ship before reaching the Americas. Ninety per cent of Africans transported to the Americas were destined to work the sugar fields of Brazil and the Caribbean.



**SOURCE 3** An eighteenth-century British prison hulk moored in the River Thames





to filthy conditions in derelict warships, known as *hulks*. A government committee was established to find a solution to the convict problem. In 1779, Botany Bay was recommended as an alternative convict destination. Sir Joseph Banks, who had travelled with Captain Cook to New South Wales in 1770, advised that escape would be impossible, the climate pleasant, the soil fertile and the natives manageable.

On May 13, 1787, the First Fleet set sail for Australia under the command of Captain Arthur Phillip. Phillip was directed to establish a new British colony, with the first residents being the 763 convicts and 211 **marines** and officers on board.

Between the First Fleet and the early 1800s, around 12000 convicts were transported to Australia. Their numbers steadily increased from 1815. When the last shipment of convicts finally disembarked in Western Australia in 1868, a total of 162000 men, women and children had been transported on 806 ships. At this time the population of the Australian colonies had risen to approximately one million.

While the vast majority of convicts to Australia were from Britain, the convict population was multicultural. Convicts came to Australia from Canada, India, Hong Kong and the Caribbean.

**SOURCE 4** This 1792 illustration depicts the departure of two convicts bound for Botany Bay saying their goodbyes to their lovers, Black-eyed Sue and Sweet Poll of Plymouth. The illustration reinforced the image of convicts as people who were lazy and lacking decency. Most convicts came from the poorest groups in British society and had committed repeated crimes, but there were some who were first offenders and well educated. A small number of children were also transported.



#### RETROFILE

- Conditions in eighteenth-century Ireland were even worse than in England. The poor of Ireland were thrown off their land if they could not pay rent to English landlords. They lived in ditches in the bitter cold and many starved to death. Approximately one quarter of all convicts transported to Australia was Irish.
- Only ten qualified convict tradesmen were transported with the First Fleet: six carpenters, two bricklayers, one baker and one fisherman. Most of the female convicts were convicted prostitutes, while the marines were mainly unskilled workers.

### OV1.3.4 Settlers

The nineteenth century was the last great age of global exploration, and the age of migration. Adventurers had willingly set sail for exotic and distant lands, and they were followed by steam-powered ships that opened new trade and migration routes across the oceans.

Steam power had given the world mobility, and the opportunity for ordinary people to seek better lives for themselves in foreign lands: the Germans and the Irish flocked to North America, the Italians to South America, the British to Canada, the Chinese to South East Asia and the Indians to Fiji.

**SOURCE 5** The 1855 painting by Ford Maddox Brown, *The Last Farewell to England*, expresses the sadness and hope of the emigrants setting sail for a better life in America or Australia.



#### RETROFILE

The invention of the steam engine revolutionised the world when its power was applied to transport. Historians regard the steam locomotive and construction of railway lines as the most influential inventions since the Roman road.

## Settlers to Australia

The number of settlers choosing to travel to the Australian colonies remained very small until the 1820s. In 1820 the adult population of the New South Wales colony was 17 271. Only 2802 of these colonists had travelled to Australia as settlers, or been born here.

The arrival of larger numbers of settlers during the nineteenth century brought major change to Australia's colonial society. These settlers came to Australia in two waves:

- 1838 to 1841 brought nearly 80 000 people to Australia. Many of the settlers were skilled craftsmen, but they were primarily labourers arriving as assisted migrants.
- From 1847 to 1850 another 70 000 arrived in Australia. This group included large numbers of educated, middle-class migrants.

### RETROFILE

Assisted immigration to Australia began in 1792 when three farmers, a **millwright**, a blacksmith, a baker, two women and four children were enticed to make the long journey to Australia. They were given free passage, a land grant with two years supplies and the use of bonded servants to undertake their hard labour.

Assisted immigration dropped off during the gold rush but was resumed during the 1860s. A total of 650 000 people were assisted to make their way to Australia from Britain during the nineteenth century.

## OV1.3 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Develop source skills

1. Think of three more events from this period of history that are not identified on the **SOURCE 1** timeline. Explain what impact your chosen events may have had on the movement of peoples around the world.
2. Using **SOURCE 2** as your evidence, explain how slaves were transported to the Americas from Africa.
3. Refer to **SOURCE 3** and then describe what a prison hulk was.
4. What problems would have been associated with establishing a prison under the conditions illustrated in **SOURCE 3**?
5. Describe the appearance of the two women and the chained convict portrayed in **SOURCE 4**.
6. What point of view, or attitude, towards convicts and the poorer classes of Britain is expressed in **SOURCE 4**?
7. With reference to the text and the sources, explain how the conditions of the early Industrial Revolution may have influenced the behaviour and attitudes of the poor.
8. Describe the scene captured in the **SOURCE 5** painting.

### Comprehension and communication

9. Refer to **SOURCE 4** and **5** and the text to write a diary entry recording your hopes and fears for your future in a new land. Record where you have come from, why you left the land of your birth, where you are heading and how you are getting there, and what opportunities and difficulties you are expecting to face.



Deepen and check your understanding of the topic with the following resources and auto-marked questions:

► **Movement of peoples**

**learnon** ONLINE ONLY



Complete this digital doc: Worksheet OV1.3 Movement of peoples (doc-23092)

# OV1.4 European imperial expansion

## OV1.4.1 European trade

The Industrial Revolution found new uses for raw materials and tapped new sources of wealth. Rubber from Africa and timber from Asia were purchased for low prices and sold at great profit in Europe. Wool from Australia could be rapidly transported to Britain and the factories of Europe. Oregon timber from North America, grain from Canada and dairy produce from New Zealand were also bound for the European marketplaces. Nineteenth-century Britain became the ‘workshop of the world’ and the greatest of trading nations, with London the centre of this new world economy.

**SOURCE 1** The Suez Canal was opened on 17 November, 1869. The 160-kilometre waterway linked the Mediterranean and Red seas, providing a quick sea route for trade and transport between Europe and Asia.



The strength of the British navy guaranteed Britain’s trade empire. Nineteenth-century European ideas, institutions and technology dominated the world.

Africa and Asia had remained relatively distant from European civilisation until the development of steam driven warships, machine guns and telegraph communication systems. By the mid nineteenth century, small numbers of Europeans established colonies that they claimed brought government and order to African and Asian communities. It was believed that the colonisers brought an end to local warfare and introduced the great benefits of modern Western science and education. People who believed in the great civilising influence of colonialism were known as imperialists. They argued that the people of Asia and Africa were not capable of administering themselves and that uplifting these foreign people was the ‘white man’s burden’.

## OV1.4.2 Extent of European imperial expansion

By the beginning of the twentieth century, Europeans had come to regard their control of large parts of Africa and Asia as quite natural and correct. British nineteenth-century national pride lay in the knowledge that their empire spanned the earth. It covered more than 26 000 000 square kilometres and ruled over more than 20 per cent of the world’s people. The British boasted that ‘the sun never set’ on their empire. The ‘brightest jewel in the crown’ of Britain’s empire was India. India was governed through the rule of the ten provinces known as British India, and through a number of local princes.

The French had territorial possessions in North Africa, South-East Asia and the Pacific. The Netherlands had the Dutch East Indies (Indonesia), and the Belgians controlled a large area of the Congo in Central Africa. Portugal, Italy, Germany and Turkey controlled smaller empires through Africa, Asia and the Pacific.

	<p><b>1903</b> Indonesian province of Aceh finally defeated in war against Dutch rule</p> <p><b>1898</b> Germany gains leased territories from China</p> <p><b>1886</b> Burma is annexed by Britain</p> <p><b>1881</b> France occupies Tunis</p> <p><b>1878</b> British invasion of Afghanistan</p> <p><b>1867</b> French establish protectorate over Cambodia</p> <p><b>1862</b> French begin occupying SE Asia</p> <p><b>1860</b> Britain and France occupy Beijing; Dutch expand their empire across the Indonesian islands</p> <p><b>1858</b> Queen Victoria proclaimed Empress of India</p> <p><b>1857</b> Indian troops rebel against British in India</p> <p><b>1815</b> Dutch take control of Java</p> <p><b>1807</b> Protestant missionaries arrive in China</p> <p><b>1798</b> Ceylon becomes a British colony</p> <p><b>1763</b> Britain becomes dominant European power in India</p> <p><b>1757</b> British victory at Battle of Plassey establishes British control of Bengal, India</p>	<p><b>1898</b> US takes control of the Philippines</p> <p><b>1863</b> French Canada conquered by Britain</p> <p><b>1855</b> Panama Railroad linking Atlantic and Pacific is completed</p> <p><b>1821</b> Colombia gains independence</p> <p><b>1822</b> Brazil gains independence from Portugal</p> <p><b>1810</b> Start of revolutions against Spanish America</p> <p><b>1803</b> Russia occupies Alaska</p> <p><b>1762</b> Britain captures Havana, Cuba</p>	<p><b>1884</b> Annexation of New Guinea by Germany</p> <p><b>1874</b> Britain annexes Fiji</p> <p><b>1870</b> Germans move into Western Samoa</p> <p><b>1810</b> Treaty of Waitangi in NZ</p> <p><b>1792</b> First British settlers arrive in New Zealand</p> <p><b>1788</b> British colony established Sydney, Australia</p>	<p><b>1894</b> Uganda and Buganda occupied by Britain</p> <p><b>1889</b> Italian colony established in Eritrea</p> <p><b>1884</b> Berlin Conference begins European scramble for Africa</p> <p><b>1881</b> British occupy Egypt</p> <p><b>1869</b> Suez Canal opened</p> <p><b>1865</b> French establish colony on the Senegal River</p> <p><b>1861</b> British establish protectorate over Nigeria</p> <p><b>1830</b> French invade Algeria</p> <p><b>1805</b> Egypt breaks away from Ottoman empire</p> <p><b>1798</b> Napoleon invades Egypt</p>
EUROPE	ASIA AND MIDDLE EAST	AMERICAS	AUSTRALIA AND PACIFIC	AFRICA



**SOURCE 3** Map of the world showing the European empires in 1914



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Deepen and check your understanding of the topic with the following resources and auto-marked questions:

- European imperial expansion into Asia
- French and Dutch imperialism in the Asia-Pacific
- Imperialism and Africa

### OV1.4.3 Reasons for European imperial expansion

There were many complex reasons why the Europeans sought control of the non-European world. In general, the Europeans were motivated by:

- economics — the Industrial Revolution created a huge demand for new supplies and markets to sell their manufactured goods. Europe needed to gain access to cheap supplies of raw materials like minerals, rubber, cotton and tea. New customers were also required for the purchase of the goods manufactured in Europe.
- nationalism — the sense of nationhood and great pride in national achievements had become very strong in Europe during the nineteenth century. Possession of colonies began to be seen as a sign of national strength and prestige.
- security — control of overseas territory provided the Europeans with strategic advantages over their European rivals. Possession of territory in Asia had given the British the control of straits, seas and oceans, and provided them with security in times of conflict.

#### RETROFILE

- The Dutch profit from Indonesian crops was approximately 20 times greater than the amount of money they spent on their colony during the mid nineteenth century.
- The population of Indonesia's main island, Java, increased from 2.5 million people in 1800 to 28 million in 1900.

## OV1.4.4 Impact of European rule

European conquest was often accompanied by warfare. Thousands of Indian and Chinese nationals died in the struggle against the superior European weaponry used by the colonial armies.

Europeans believed in the superiority of their own Western civilisation and maintained a social distance between themselves and the colonised people. Inter-marriage between European and non-European was condemned. Imperialism encouraged racial discrimination, bitterness and resentment.

Europeans introduced many of their own social problems to the people of their colonies. The introduction of alcohol, for example, created serious issues in societies that were culturally unfamiliar with its effects. Unknown European diseases were also introduced into the broader Asian and African population.

Although damage was done, there were also many beneficial effects of colonialism.

- Law and order was established in European empires to facilitate trade and industry.  
While done out of European self-interest, the indigenous people often saw the benefit of an end to the religious and ethnic rivalry that had torn apart many communities for generations.
- Industrial development from the construction of roads, railways, communications systems, irrigation works, improved agricultural methods and factories increased the production levels and opportunities for many groups of colonial people. The industrial development that occurred in Japan during the late nineteenth century demonstrated the impact of Western technology on Asia, and the rapid Asian response to it.
- Increased food production techniques and European medicine increased average life expectancy, particularly within Asia.
- **Infanticide**, **thuggee**, **suttee** and other brutal traditional practices were suppressed by colonial rule.
- Education and training of colonial people was increasingly encouraged at the beginning of the twentieth century. Nineteenth-century ruthless exploitation of the colonies was replaced by policies aimed at economic development and improved living conditions for all.

Unfortunately there were many millions of colonial people who never experienced the benefits of European imperial expansion.

## OV1.4.5 Responses to European rule

Imperialism was resisted by many native people who resented the interference of Europeans in their traditions, beliefs and social organisation. Africans and Asians who spoke out against colonial power were often branded as 'nationalists' and were frequently thrown into prison for attempting to question European control.

European education of colonial people had some unplanned and far-reaching effects. Western education encouraged nationalism by creating an educated elite equipped with the skills to successfully challenge European rule. The Indonesian nationalist group Budi Utomo was originally established in 1912 to promote

**SOURCE 4** Extract from 'The White Man's Burden' by the British writer Rudyard Kipling, 1899

Take up the White Man's Burden —  
Send forth the best ye breed —  
Go bind your sons to exile  
To serve your captives' need;  
To wait in heavy harness,  
On fluttered folk and wild —  
Your new-caught, sullen peoples,  
Half-devil and half-child.

Take up the White Man's burden —  
The savage wars of peace —  
Fill full the mouth of Famine  
And bid the sickness cease;  
And when your goal is nearest  
The end for others sought,  
Watch Sloth and heathen Folly  
Bring all your hope to nought.

Take up the White Man's burden —  
No tawdry rule of kings,  
But toil of serf and sweeper —  
The tale of common things.  
The ports ye shall not enter,  
The roads ye shall not tread,  
Go make them with your living,  
And mark them with your dead.

From *Collected Verse of Rudyard Kipling*,  
London, 1912, pp. 320–1.

**SOURCE 5** Cartoon from *Punch* magazine commenting on the brutality of maintaining British control of India after the Indian mutiny of 1857. The tiger symbolises India and the lion represents Great Britain. The body of the woman lying beneath the tiger's feet represents the slaughter of innocence that was the result of rebellion and the ongoing Indian resistance to colonial control.



**SOURCE 6** Cartoon from *Punch* magazine 1899, illustrating the European grab for territory and influence in China. The 'British Lion' and the 'Russian Bear' are both trying to take control of 'Johnny Chinaman'.



cultural pride, but quickly became the voice of nationalists demanding political reform from their Dutch colonial government.

In Indonesia, China and India, the resentment against foreign control was further complicated by religious differences. The introduction of Christianity was seen as an attack on the ancient religious beliefs of both civilisations.

There were many different Asian and African responses to European imperialism and colonial rule. The Westernisation of Japan, the destruction of China's two thousand years of dynastic rule and the differing class experiences in India and Indonesia show the variety of Asian responses to European imperialism.

## OV1.4 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Develop source skills

1. Refer to **SOURCE 1** to briefly explain the function of the Suez Canal and how it shows the power of technology to change the world.
2. Refer to **SOURCE 3** to identify the European nations that were the greatest imperial powers of the early twentieth century.
3. According to the **SOURCE 4** poem, what motives lay behind white men's imperialist activities?
4. What attitudes towards the people of the British empire are expressed through **SOURCE 4**?
5. **SOURCES 5** and **6** are presenting a different perspective of European imperialism from that of the **SOURCE 4** poem. Briefly explain the point of view expressed through the two sources and the message that is communicated.

### Comprehension and communication

6. Write your own poetic response to the **SOURCE 4** poem by Rudyard Kipling, expressing a view of imperialism from the perspective of those who were being ruled over.

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Complete this digital doc: Worksheet OV1.4 European imperial expansion (doc-23093)

# OV1.5 Economic, social and political ideas of the modern world

## OV1.5.1 Towards social and political equality

The technology transforming the nineteenth-century world promised to improve the lives of ordinary people. In the early years of the century this revolution was improving life for only a privileged middle-class minority. The growing proletariat was forced into miserable living and working conditions.

Much of the early hardship was the result of the tremendous growth of Europe's population between 1814 and 1914, from 200 million to 460 million. Quiet towns had become noisy, dirty cities within a decade.

**SOURCE 1** The Industrial Revolution led to the rapid growth of huge new industrial cities. Factory workers lived in the crowded conditions of the expanding city slums, lacking basic services such as lighting and running water. Millions of workers lived in housing constructed using the new mass-production technology. These, located at Newcastle upon Tyne, England, are examples of such houses.



### The value of the vote

The middle class, or bourgeoisie, were the nineteenth-century 'captains of industry' pioneering the Industrial Revolution. The middle class justified wealth according to their belief in the philosophy of liberalism. Early nineteenth-century liberals believed in freedom of thought, religion and trade, as well as freedom from economic restrictions, political injustice and suppression.

The industrialists, merchants and bankers who became middle-class liberals demanded that political rights follow economic freedom.

Unemployment and poverty led to social unrest. In 1816, hungry British peasants rioted and looted the property of their landowners. Their slogan of 'bread or blood' was met with government repression. Demonstration leaders were hanged or transported as convict labour to Australia.

The growth of the huge city workforce eventually resulted in two movements aimed at gaining economic and political rights for workers:

- trade unionism — workers coming together and using collective bargaining to organise for improved working conditions and higher pay
- Chartism — a peaceful movement aimed at gaining real political rights for the British masses.



## Social reform in Britain

During the 1830s the British Parliament passed a wide range of bills aimed at bringing social reform; the Poor Law Amendment Act of 1834 provided for the payment of relief money to unemployed and impoverished families, and the 1833 Factory Act prohibited the employment of children under nine years of age in factories.

## Educating for equality

During the eighteenth century, education was for the children of the rich. A new era in education began because, in the nineteenth century, liberals were firm supporters of education as a means of improving society. The very first limited public funding for education in Britain was made available in 1833. It was not until 1870 that the general Education Act was passed by the British Parliament, providing real support for the education of working class children.

In Australia, the desire to create a fair and equal society was expressed through the call for public education. In the 1870s a plan was put forward for a system of national schools that were financed and controlled by the government. Education was made free and compulsory for children between six and thirteen years of age. Bookshops appeared, public libraries were constructed and programs in adult education began. The availability of schools and cheaply printed books gave working people the chance to learn.

During the 1870s it was estimated that ninety per cent of the Australian adult male population had learned to read and write. The ability to read newspapers created more informed voters and was a triumph for democracy.

**SOURCE 2** The use of child labour was one of the most disturbing aspects of the Industrial Revolution. Children were commonly employed to work in coalmines because their smaller size enabled them to haul coal through the narrow tunnels. Hewers dug the coal and hurriers dragged it through the mine shafts.



**SOURCE 3** Children took on many jobs in cotton mills. The most common were piecing and scavenging. Piecing involved joining broken threads in the loom, while scavengers kept the machinery clear of broken thread and dust. The machinery was kept running while the children worked.



## RETROFILE

During the last decades of the nineteenth century, Australians purchased about one-third of all books printed in Britain.

### Voting rights in Australia

In the 1850s the Australian colonies moved more rapidly towards democracy than did Britain, the 'Mother country'. By 1861, New South Wales, Victoria, South Australia and Queensland had established manhood suffrage — one man one vote — and election by secret ballot. This was not achieved in Britain until 1918.

In the 1890s, South Australia and New Zealand led the world in granting women the right to vote and to be elected to parliament. The extension of voting rights and granting pay to members of parliament led to the election of the world's first Labor government in Queensland in December 1899.

## OV1.5.2 The French Revolution and American independence

British democracy developed slowly and reasonably peacefully. In France and America, democracy was fought hard for, creating deep divisions and spreading ideas that were to influence the course of world history. Waving the banner of liberty, the revolutionaries of the nineteenth century fought for the rights of the individual against absolute monarchy and established the principles upon which modern societies and governments are based.

## OV1.5.3 The American War of Independence

In the early eighteenth century, European settlers had established colonies along the east coast of North America. The settlers wanted to make a better life far away from the social, economic and religious limitations of life in Europe. By 1733 there were 13 separate British colonies situated along America's east coast. The colonies were ruled by governors appointed by the British king. By the mid eighteenth century, many colonists resented British control and were inspired by new philosophies and ideas promoting political independence. **Radical** political writers and thinkers such as John Locke and Thomas Paine challenged the rule of monarchs through their discussion of democracy and equality.

By 1776 it was clear that Britain and its American colonies were at war. George Washington was Commander of the American military force. A Virginian lawyer named Thomas Jefferson expressed the grievances and the beliefs motivating the rebellion when he wrote the American Declaration of Independence. On 4 July 1776, representatives of the American colonies signed the Declaration of Independence from Britain. In 1783 the war came to an end when Britain recognised the independence of the United States of America. The American colonists inspired the world when they established a society and government formed 'by the people and for the people'.

## OV1.5.4 The French Revolution

Under the banner of 'Liberty, equality and fraternity', the French Revolution destroyed the despotic rule of absolute monarchy in France. In eighteenth-century France, the many causes of discontent included:

- government inefficiency, extravagance and corruption
- crippling taxation combined with slow growth in industry and commerce
- unemployment and rapid growth of urban slums
- absolute power of the king combined with a growing middle class, or bourgeoisie, denied political rights
- rigid censorship of the press, and a lack of free speech and basic human rights, combined with the spread of the ideas that had inspired the American War of Independence.

**SOURCE 4** The French artist Eugene Delacroix painted the image that came to symbolise the heroism of revolution. *Liberty Leading the People* was based on events of the 1830 July Revolution in France that overthrew the monarchy of Charles X.



- A** Figures engaged in the battle are a mix of social classes, e.g. a young man in a top hat.
- B** Liberty — a goddess-like figure — identified as the leader and champion of the people
- C** Facial expressions showing fierce determination of the revolutionaries
- D** Liberty standing on a mound of corpses
- E** Liberty and the boy wear a phrygian cap — worn by working people.

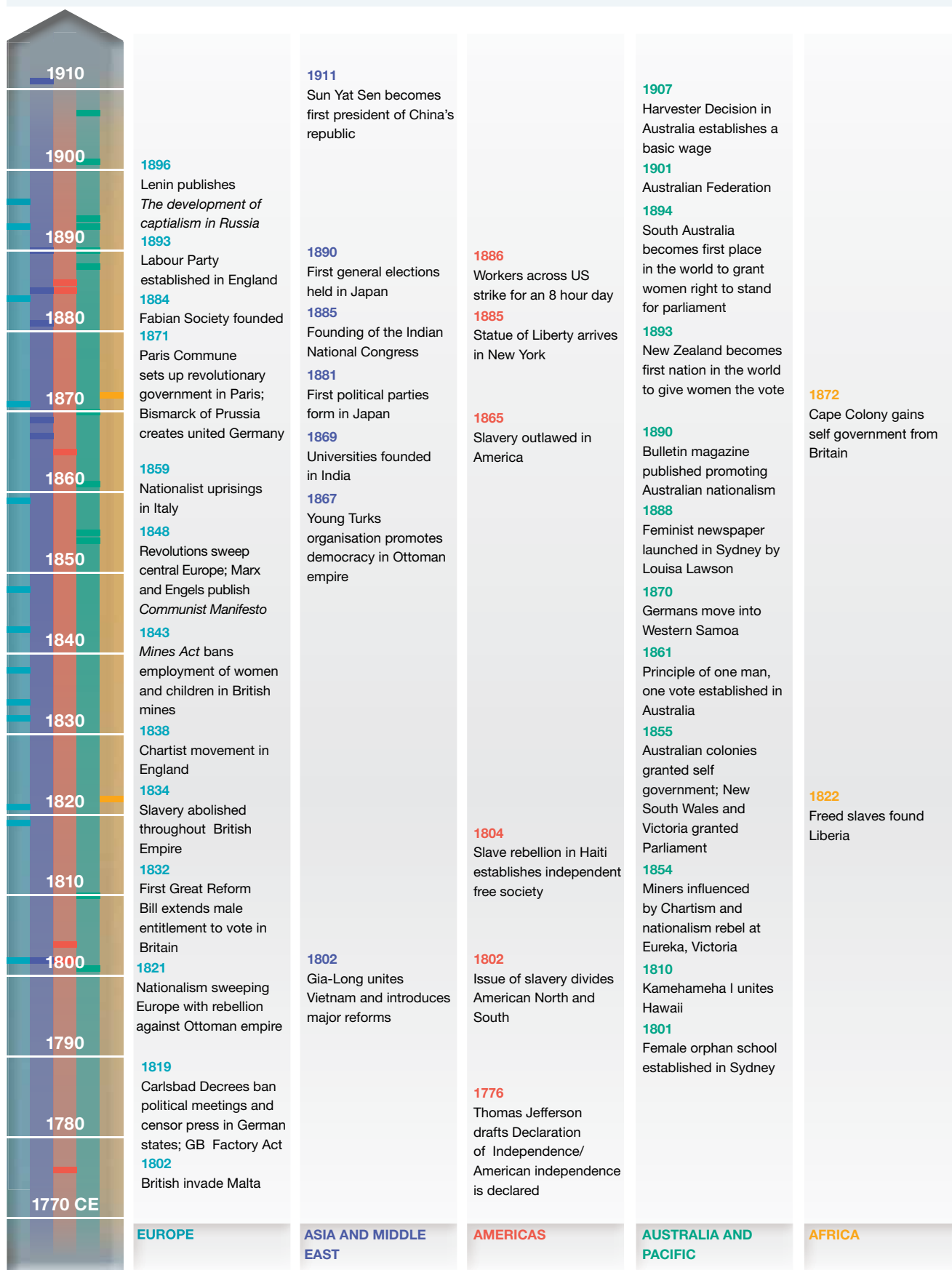
In 1788 France was **bankrupt** and revolution was sparked. The revolutionary events that followed can be divided into three stages:

- 1789–92 — moderate leaders supported the rule of a constitutional monarch but also demanded greater personal freedoms, political representation and legal equality. On 27 August 1789, they issued the Declaration of the Rights of Man and the Citizen as a statement of the principles of good government.
- 1792–95 — radical leaders declared a **republic** and destroyed the monarchy during a period known as the reign of terror.
- 1795–99 — a group of five presidential-style leaders held the position of chief executive officer in turn, heading a parliament. This government was ineffective and eventually overthrown by Napoleon Bonaparte.

By 1808, Napoleon's army had taken control of almost all of the European continent lying to the west of Russia. Napoleon was a dictator whose rule attacked many of the principles of the French Revolution, but who nevertheless introduced many of the economic, social and political reforms that shaped modern France.



**SOURCE 5** Timeline showing significant events relating to the emerging economic, social and political ideas in this period, including nationalism



## OV1.5.5 Nationalism

The French Revolution destroyed the power of the old privileged classes and gave the French people equality in the way they were taxed, governed and treated by the law.

The French Revolution also touched a deep sense of nationalism in France. As foreign powers attacked revolutionary France, the French responded by creating the first truly national army in Europe. French soldiers were called to arms in the belief that they were fighting for France and for their freedom. Napoleon used the power of nationalism to build an army capable of conquering Europe.

The Napoleonic Wars and French rule led to the rise of nationalism across Europe. People living in the German and Italian states deeply resented French rule, but were also impressed by the power of French nationalism. Broader world forces were also at work developing a stronger sense of the common language and cultural traditions shared across the European states. The Industrial Revolution was bringing people together through railway construction and increased trade links. In the first half of the nineteenth century there were unsuccessful revolutions in many parts of Europe. Nationalism remained, however, a great motivating force, eventually leading to the creation of the modern nations of Germany and Italy.

The nineteenth century was increasingly shaped by nationalism. Political rights for the ordinary citizen created a modern nation and a sense of nationhood. As nationalism became more aggressive, a series of short European wars erupted. Mistrust of neighbouring nations and their territorial ambitions increased national rivalry and patriotic anger. The Crimean War of 1853–56 between Russia and the allied powers of England, France, Turkey and Sardinia arose from British and French mistrust of Russia's ambitions in the Balkans. This was the first war of the modern industrialised world. Steamships and railways could now transport men and the provisions needed to wage war between the great European powers. The size and length of these European conflicts escalated in a way that would not have been possible in the world prior to the Industrial Revolution.

**SOURCE 6** The Statue of Liberty, designed by Frédéric-Auguste Bartholdi to commemorate the American and French alliance of 1778. The statue was constructed in Paris and assembled in New York in 1886. The statue was designed as a symbol of liberty and presented as a gift from the French people to America.



## OV1.5 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Comprehension and communication

1. Imagine you are a resident of the nineteenth-century housing development pictured in **SOURCE 1**. Write a letter to the newspaper explaining what the difficulties are of living in this area of Newcastle upon Tyne, and what basic services need to be provided for residents to have an acceptable quality of life.
2. Imagine you are a lawyer representing the children depicted in **SOURCES 2** and **3**, who worked in the mines and factories. Write a report for a British newspaper titled 'The Factory Act: a chance for reform and justice for the poor'.
3. The Statue of Liberty was inspired by the painting by Delacroix (see **SOURCE 4** in section OV1.5.4). Write a short definition of liberty and describe what the term means to you.

### Develop source skills

4. Refer to **SOURCES 2** and **3** to describe some of the dangers that the children employed in mines and factories would have regularly faced.
5. Look carefully at the details of **SOURCE 4** and then explain how Delacroix viewed the events of 1830.

## OV1.6 Between the World Wars

### OV1.6.1 The Treaty of Versailles

The revolutionary political ideas of the nineteenth century combined with massive technological change to create the modern world. By the end of the century, economic competition and rising nationalism had pushed Europe's great powers into a dangerous alliance system. Growing tensions and the build-up of armaments finally exploded in 1914 into world war.

The horror and destruction of the 'Great War' finally came to an end at the eleventh hour of the eleventh day of the eleventh month of 1918. Well over 8 million soldiers had been killed and the numbers of civilians killed were almost as terrible as the military statistics. The terms of the **armistice** signed on 11 November

1918 expressed the Allies' determination that, of all the great powers of Europe, Germany should accept responsibility for the horror of World War I.

Three leaders from the victorious nations dominated the Paris Peace Conference from November 1918 to June 1919 — Great Britain's Prime Minister David Lloyd George, Premier Georges Clemenceau of France and President Woodrow Wilson of the United States. However, the Big Three, as they became known,

**SOURCE 1** A view of the signing of the Versailles Peace Treaty ending World War I, held in the Hall of Mirrors in the Palace of Versailles, France





lacked common goals and unity of purpose. The Treaty of Versailles was drawn up in a climate of distrust, and so settlements that would provide the chance to 'end all wars' were not made.

The Treaty of Versailles was the agreement imposed upon Germany by a supreme council, composed of representatives of five nations: France, Britain, the United States, Italy and Japan. By signing the treaty, Germany surrendered all armaments, aircraft and naval vessels. To ensure that Germany did not back out of the agreement, the Allies maintained a naval blockade of Germany.

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Deepen and check your understanding of the topic with the following resources and auto-marked questions:

◉ The interwar period

## Terms of the treaty

The terms of the treaty were designed to punish and contain German power. According to the Treaty of Versailles, Germany was:

- deprived of six million people and 13 per cent of its European territory
- permitted only a severely restricted defence force
- forced to accept occupation of the Rhineland and accept Allied control of trade and shipping
- denied its colonies and overseas investments
- required to take full responsibility for the outbreak of the war through Article 231, the war guilt clause of the Treaty of Versailles
- committed to paying reparations, or the cost of the war, determined in 1921 as 66 hundred million pounds plus interest.

It was said of the men who made the peace at Versailles that they had entered negotiations with 'their mouths full of fine phrases, but their brains seething with dark thoughts'. The treaty created by the leaders of the victorious nations left a legacy of bitter resentments. Clemenceau had wanted to destroy German power and ensure French security, but German militarism was not dead. The treaty left the way open for a German dictator who would scorn the democratic government that had accepted the German humiliation.

## OV1.6.2 The Roaring Twenties

The years between the two world wars was a time of both great hope and terrible despair. The 'war to end all wars' was over and soldiers across the world returned home. Some went back to the jobs they had before the war, while others began new lives and careers.

The image of the decade after the war is generally one of excitement and innovation. It came to be known as the Roaring Twenties because old ways of life were so quickly giving way to the new. It was an era of jazz music and motor cars, electricity, radios and refrigerators. Through science and medicine, battles against diseases were being won and ordinary lives were

**SOURCE 2** An advertising poster from the Bulletin (28 August 1919) promoting the vision of future Australian prosperity built from the production of Australian goods





being improved. The 1920s marked the beginning of so much of what became part of the modern world.

With the development of new communications technology, entertainment changed. American culture spread across the world and hit the shores of distant lands like Australia. Modern entertainment arrived at the beginning of the decade with a lively dance called the foxtrot and with new jazz music. Photos from the period show young women in the workplace, engaged in leisure activities and wearing casual clothing. The 'flapper' wore short dresses made from inexpensive fabrics sewn on newly invented sewing machines. She may have worked in a clerical or factory job, smoked cigarettes, worn makeup and gone dancing in the evening. By the end of the decade, the flappers in their fringed dresses were dancing to the Charleston and the tango in the ballrooms of New York and the community halls of rural Australia.

Against the excitement of this new way of life came the reality of a difficult decade of social change and economic uncertainty. The hardships of World War I did not disappear when the soldiers came home. The evidence of progress, prosperity and change is challenged by the images of social inequality in a decade that has also been referred to as the Terrible Twenties. The world economy was fragile and many people were left out of the 1920s vision of a more exciting future.

**SOURCE 3** A photograph of Muriel and the Redheads, a popular jazz band playing in the dance halls of Sydney in the 1920s



### OV1.6.3 The Great Depression

The decade that began with dreams and schemes for prosperity and progress ended in a colossal economic crash in 1929. For Europeans, Americans and Australians the decade of the 1930s began with a shared experience. Banking systems collapsed, savings were lost, businesses closed and millions of people suddenly found themselves facing the humiliation and poverty of unemployment. Suicide rates increased dramatically, whole families became destitute and it soon became clear that governments did not know how to deal with this terrible crisis.

The hardships of the Great Depression were not shared equally. Workers who kept their jobs and a basic wage level were sometimes able to improve their standard of living through the falling prices of goods. Many people prospered during these years and had little understanding of the lives of those who suffered.

The effects of the Depression could be measured in the unemployment statistics, but the most profound effect was the blow to human dignity as families became destitute.

**SOURCE 4** An American man in 1930 holds a sign that expresses the attitudes and hardships experienced around the world during the Depression years.



## OV1.6.4 The Wall Street Crash

On 24 October 1929, panic set in on the Wall Street exchange in New York. This day is regarded as the event that marked the beginning of the Great Depression. The **stock market** crash on 'Black Thursday' has been called the 'Great Crash' because it shattered the economy of the United States, the most prosperous and confident nation in the world.

In 1928, the newly elected American President, Herbert Hoover, had declared that the United States would soon see a time 'when poverty will be banished from this nation'. In September 1929 the value of shares on the American stock market had been at an all-time high. At the beginning of October, they dropped a little as investors began to sell off stock. This selling pattern reached panic proportions on Black Thursday, when 13 million shares were sold at dramatically reduced prices. Thousands of investors lost their savings and were ruined. The Great Depression that followed the crash would last for almost 10 years and affect nearly every country in the world. Australia owed Britain and America millions of dollars and so was hard hit by the economic chaos.

**SOURCE 5** A photograph of the scene outside the Wall Street Stock Exchange after the stock market crash of 1929



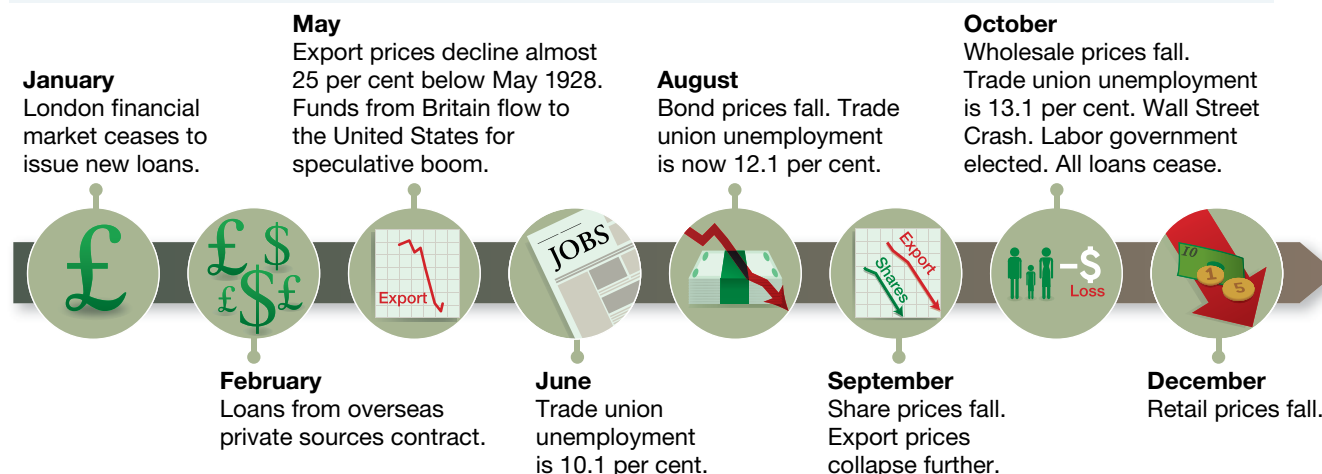
## OV1.6.5 The causes of the Great Depression

Closer analysis of economic developments during the Roaring Twenties revealed some worrying trends.

- *Speculation on the stock market.* Buying shares on the stock market during the 1920s had become a popular form of gambling, pushing share prices way beyond their real value.
- *Cycles of boom and slump.* Times of great growth such as had occurred in the 1920s were historically followed by cyclical downturns in the economy.
- *Overproduction.* During the 1920s more goods were being produced than could be purchased.
- *High levels of debt.* The rapid growth in business and building works was often financed by high-interest loans.
- *Unequal distribution of wealth.* The prosperity of the 1920s was not shared equally, allowing the wealthy even greater profits from the relatively low income of workers.

Strategies to deal with the crisis failed as governments continued to make balancing the budget their priority, preventing the introduction of programs that could have stimulated their economies. Every country limited its imports and began to call in overseas loans. High tariffs (duty or tax) were imposed on goods from overseas so, by 1932, international trade had slumped to 40 per cent of its 1929 value.

#### SOURCE 6 The timeline of events that led to the Great Depression in Australia



### Living through the Depression years

During the Depression, the unemployed were still regarded by governments as being responsible for their own misfortune. Governments claimed that giving money to the unemployed would open them up to the temptations of alcohol, tobacco and gambling. The unemployed were made to suffer the indignity of queuing for handouts, being herded into camps and having their privacy invaded and good character questioned.

There was little help for the unemployed and homeless beyond some charity funds. The state governments of Australia issued coupons or ration tickets to the unemployed that could be exchanged for groceries, milk and bread. This was called a **sustenance** payment, but to Australians of the time it was known as 'being on the susso'. Nothing was provided for rent, heating, lighting or clothing and only in Western Australia were cash payments given to the unemployed.

Families would often **pawn** all their possessions to raise the money for rent and the purchase of basic goods during the first few weeks of unemployment. Evicted families with children then had to find shelter in rough sheds constructed from corrugated iron, flattened kerosene tins and hessian bags. Poor living conditions left residents of these temporary camps prone to lice, dysentery, whooping cough and **scurvy**.

Men could apply for work on government building projects, but they first had to prove that they were destitute to become eligible. The cash payment they received for this 'work for the dole' scheme was often below the **basic wage**. Men could be sent to live and work in the bush, far from their families.

#### RETROFILE

No-one suffered more than the soldiers who had returned from the Great War. By the time of the Depression they were in their mid thirties and often still suffered the trauma of their wartime experiences. The Depression's sudden and widespread unemployment hit them hardest of all.



**SOURCE 7** The human cost of the Great Depression in Australia, remembered by Alan Guthrie

I worked on the railways until the Depression broke out and then I was retrenched and I was on the dole for seven years. The early part of the Depression was pretty savage, particularly on the married men. When it first started you got a ticket to take to the grocers for a handout of meat and bread. Most of the bread was made from potato mash, and if you didn't use it the same day you got it, it was sour the next day. And then, as far as I can remember, a married man with a wife was paid two pounds a week and we were allowed two shillings and six pence for each child. People on the dole lived pretty close to the breadline.

You could get three months away on a forestry job, a State Rivers and Water Supply Commission job or a Country Roads job. I went as far as the other side of Mildura on the State Rivers job and to Rushworth on a forestry job. The nearest was at Melton.

Quoted in Bruce Brown & Sylvia Morrissey, *A Changing Destiny*, Edward Arnold, Melbourne, 1989.

**SOURCE 8** Caves in the cliffs at Kurnell, New South Wales, were home to a family in the 1930s.



**SOURCE 9** Crowd gathered for free food outside the McWhirters' building, Fortitude Valley, Brisbane, on Christmas Day 1933



myWorldHistoryAtlas

Deepen and check your understanding of the topic with the following resources and auto-marked questions:

• **The Great Depression**

## Inequality of sacrifice

Politicians talked of the need to share the burden of the Depression, but the reality was that the working class was hit the hardest. The Depression widened political and class divisions. Many employed people justified their good fortune in the belief that extreme poverty was due not to a failed economy, but to laziness and a lack of good character.

By the mid 1930s the world economy began to improve, business confidence increased and new jobs were created. At the end of the Depression, Australians were forced to look more critically at their government and society.

The decade of the 1930s that began with such hardship ended with tragedy when Germany invaded Poland in September 1939. With the coming of World War II, the generation that had survived the great Depression had many battles left to fight.

## OV1.6 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Develop source skills

1. Using **SOURCE 1** as your evidence, describe the scene of the signing of the Treaty of Versailles. Suggest why the Hall of Mirrors in the Palace of Versailles was chosen as the location for this historic event.
2. Analyse the message communicated in the **SOURCE 2** image of the 'vision splendid' and what it suggests about the early 1920s view of Australia.
3. The scene depicted in the **SOURCE 3** photograph would have been unthinkable before the Great War. Explain how the source reflects the social changes that occurred in the 1920s.
4. As a historian analysing the significance of Black Thursday 1929, use **SOURCE 5** to describe:
  - (a) the scene in the photograph
  - (b) the evidence the photograph provides of the public response to this economic crisis.

### Comprehension and communication

5. Using **SOURCE 4** as your evidence, briefly outline the impact of the Great Depression on society.
6. Explain the causes of the Great Depression as set out in the **SOURCE 6** timeline of events and the text.
7. Write a short article using evidence from **SOURCE 7** and **8** describing conditions for the unemployed.

**learnon** ONLINE ONLY

 **Complete this digital doc:** Worksheet OV1.6 Between the wars (doc-23094)

## OV1.7 Research project: What was life like in the Great Depression?

### OV1.7.1 Scenario and task

The Great Depression was characterised by a long period of low economic activity. Many businesses produced fewer goods or shut down altogether, resulting in many people losing their jobs. With people struggling to have enough money for essentials such as food, clothing and shelter, demand for goods and services was further diminished and a vicious cycle was established.

Throughout 2008 and 2009, the world experienced a global recession, believed to be the worst economic crisis since the Great Depression. Countries bought and sold considerably fewer goods and services from each other, and this caused many businesses to scale back their production or stop completely. As in the Great Depression, unemployment in many countries increased and people had less money to spend.



As a leading journalist for *Time* magazine, your task is to investigate how the lives of Australians were affected in the Great Depression of the 1930s. You will compare these effects with how the lives of Australians were affected by the more recent global economic recession. The article you write will provide an in-depth insight into the similarities and differences in Australian lifestyle between these two periods. You should consider the effects



on a range of people in society during these two periods, such as individuals, families, unemployed workers, employed workers, skilled and unskilled workers, businesses, trade unions, political parties and movements, women, children, and the rich and the poor. You should determine whether there were, in fact, any ‘winners’ in these periods of low economic activity and how and to what extent they benefited. You should consider groups and organisations in society as well as individuals in your analysis.

## OV1.7.2 Process

- Access your learnON title to watch the introductory video. You will write your article individually but you can first form a group with other members of your class to share your research.
- Use the content in topic OV1 to find background information about the lead-up to the Great Depression, and the economic, political and social effects of this period in Australia. You should start your research by collecting economic data for Australia for both the Great Depression and the recent global economic recession, including unemployment rates, gross domestic product and statistics such as bankruptcies, closure or collapse of major businesses, homelessness and share prices.

The subtopics listed below will provide a framework for your research. Collect information and make notes under each of these headings. As you research, it is important that you compile a bibliography of the sources you have used to find your information. The weblinks in the Resources tab will help you get started.

Research subtopics:

- The lead-up to the Global Financial Crisis in Australia
  - The lead-up to the Great Depression in Australia
  - Economic effects of the Global Financial Crisis in Australia
  - Economic effects of the Great Depression in Australia
  - Political effects of the Global Financial Crisis in Australia
  - Political effects of the Great Depression in Australia
  - Social effects of the Global Financial Crisis in Australia
  - Social effects of the Great Depression in Australia
- When your research is complete, decide on the angle you would like to take for your article. Two templates have been provided for you in the Resources tab:
    - ‘Australia: a little sad, but hardly depressed’
    - ‘Step back in time: Australia returns to the 1930s’.
  - You should choose the headline that most suits the article you would like to write. Download the relevant template and the Feature Article Scaffold document and use these to help you write your article. You might like to place yourself back in the time of the Great Depression and imagine you are interviewing people about what life was like; illustrate the hardships experienced by using quotes from your imaginary interviews or from your research.
  - Print out your research notes and bibliography and hand them in to your teacher along with your completed article.



**learnon** ONLINE ONLY

Go online to access additional resources such as templates, images and weblinks.

# OV1.8 Review

## OV1.8.1 Review

### KEY TERMS

**absolute monarchy** monarch ruling without restrictions or limitations  
**armistice** temporary halt to fighting in order to allow peace negotiations  
**bankruptcy** the state of being bankrupt — unable to pay debts  
**basic wage** minimum wage paid to an adult worker under an award or agreement  
**Berber** a member of a group of North African tribes from the Sahara  
**despot** a tyrant or oppressive ruler  
**infanticide** the killing of newborn children  
**liberalism** a political movement emphasising individual freedom from authority; a belief that emphasises the rights and freedom of the individual  
**marine** soldier serving on board a ship  
**millwright** a person who designs and builds mills and mill machinery  
**parliament** elected representatives serving in the government of a country or state  
**pawn** to deposit an object as security for money borrowed  
**quartz** a common mineral found in many rocks  
**radical** favouring drastic political and social reform or change  
**representative** government with people elected to represent their constituency or area  
**republic** state where supreme power rests with the citizens entitled to vote  
**scurvy** disease marked by bleeding gums and caused by poor diet  
**stock market** market where stocks and shares are bought and sold  
**subsistence** describes farming or food gathering that provides only enough to satisfy the basic necessities of life  
**sustenance** means of providing a livelihood  
**suttee** Hindu practice of widow burning on husband's funeral pyre  
**thuggee** professional murderers in India who strangled their victims

## OV1.8 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### learnON ONLINE ONLY

OV1.8 Activity 1: Check your understanding

OV1.8 Activity 2: Practise your historical skills

OV1.8 Activity 3: Multiple choice quiz

Go online to access additional end of topic resources such as interactivities and printable worksheets.

## Practise your historical skills

### Comprehension and communication

1. Design a poster advertising the marvels of the nineteenth- and early twentieth-century technological advances. In your poster, try to communicate a sense of amazement at the achievements.
2. The text and sources from subtopic OV1.2 show both the positive and negative consequences of the Industrial Revolution. Create your own record of life in this period by researching and collecting further source photos, artwork, journal articles etc. Try to establish a sense of the many different ways in which the Industrial Revolution changed the world, both good and bad. Add captions to your sources summarising the subject, and the perspective or point of view being expressed.

3. Debate the topic: The benefits of the Industrial Revolution outweighed the evils.
4. As a member of the committee established in London in 1832 to select settlers for the Assisted Passage Scheme to Australia, present a welcome speech to successful scheme applicants. In your speech indicate why these settlers have been chosen and how attitudes towards the Australian colony are changing. Refer to subtopic OV1.3 for more information.



### Develop source skills

5. Frédéric-Auguste Bartholdi and Eugene Delacroix expressed the significance of liberty through their artwork (see **SOURCES 4** and **6** in subtopic OV1.5). Research other artistic expressions of democratic values, such as the French national anthem called La Marseillaise, and then create your own tribute to democracy in poetry, short story, song, as a series of visual images or as a web page.

# TOPIC 1a

## The Industrial Revolution

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### 1a.1 Overview

Numerous **videos** and **interactivities** are embedded just where you need them, at the point of learning, in your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). They will help you to learn the content and concepts covered in this topic.

#### LEARNING OUTCOMES

In this topic students will investigate:

- The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain (the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system, and expanding empire) and of Australia **1a.2, 1a.3, 1a.4, 1a.5, 1a.6, 1a.7, 1a.8**
- The population movements and changing settlement patterns during this period **1a.2, 1a.9**
- The experiences of men, women and children during the Industrial Revolution, and their changing way of life **1a.9**
- The short- and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication **1a.4, 1a.7, 1a.8, 1a.9, 1a.10**

#### 1a.1.1 Introduction

Historians use the term ‘Industrial Revolution’ to describe the period of rapid change that took place, initially in Britain, between about 1750 and 1850. During the nineteenth century it spread to Europe, the United States and Japan.

In Britain in 1750, apart from a few major cities such as London, most people made their living from agriculture, using methods that had changed very little from the Middle Ages. Most people lived in small villages. The spinning and weaving of textiles took place in cottages; iron was worked by the village blacksmith and most other industries were small family businesses. Apart from the physical work of men and women, the only additional sources of power were wind, water and animals like horses and oxen.

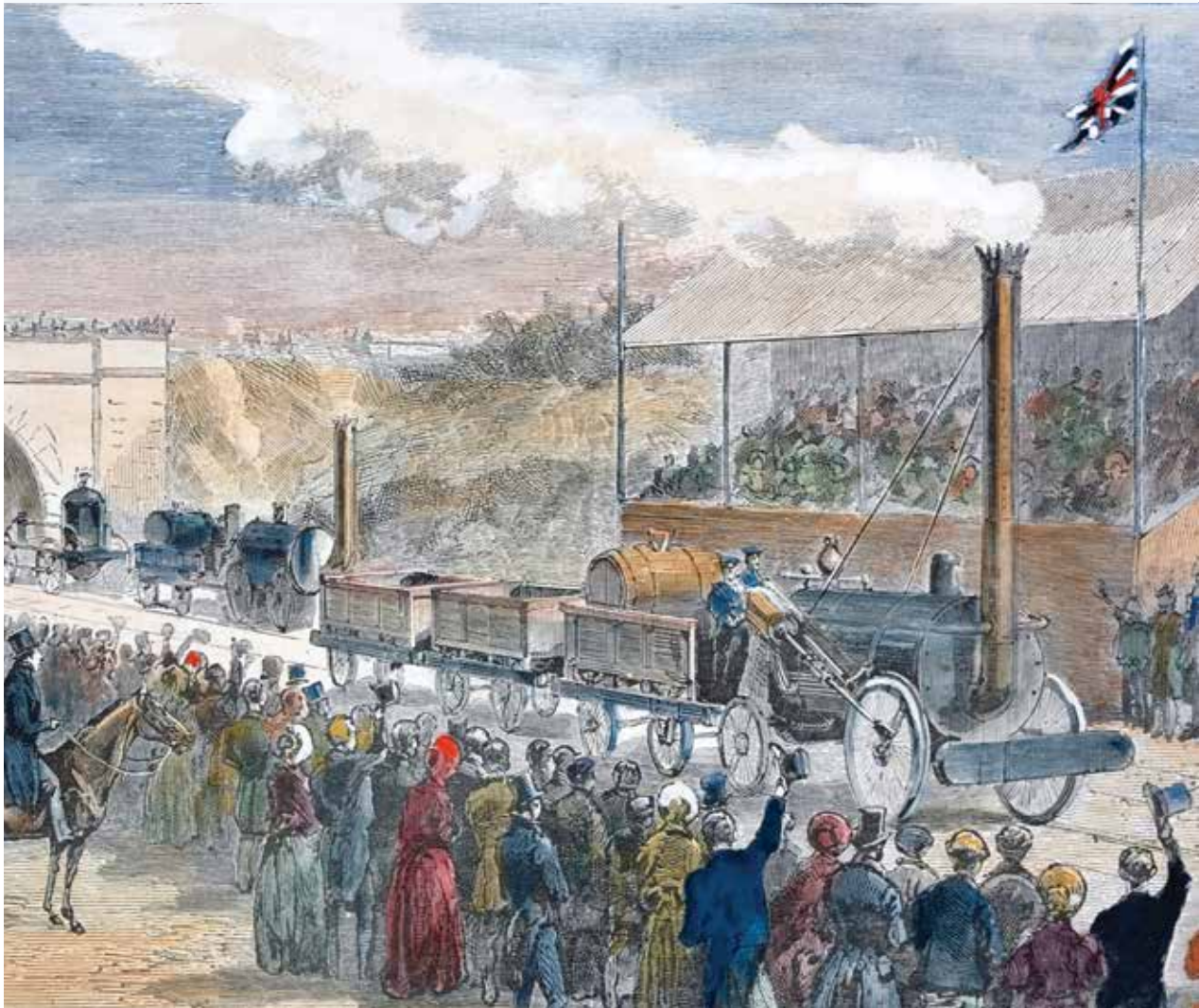
By 1850 Britain’s population was three times that of 1750, but a far smaller proportion of the population worked on farms. Most people lived in large towns and worked in big factories servicing machines that were powered by steam engines. Iron was now produced in large blast furnaces. Goods and people were now transported by locomotives and ships. These were driven by powerful steam engines, at far greater speeds than would have been thought possible 100 years earlier.

In this topic we will explore:

- the causes of this revolution
- the stages through which it passed
- the different ways in which it spread to other countries
- the effects it had on the lives of men, women and children.



**SOURCE 1** Stephenson's Rocket, the first steam locomotive used on the Manchester–Liverpool railway



## Starter questions

1. The idea of consumerism played an important role in the Industrial Revolution. Brainstorm a definition of *consumerism* and make a list of the ways it influences your life.
2. **SOURCE 1** shows Stephenson's 'Rocket'. What might the locomotive's name indicate about perceptions of its travelling ability? What would you call it if you had to rename it?
3. What is meant by the term *progress*? Is progress always a good thing?
4. What technological inventions have changed the course of human history?



# 1a.2 Background

## 1a.2.1 The Industrial Revolution

In Year 7 you learned about the first **agricultural revolution**. This began some 12 000 years ago when people began to grow their own crops instead of gathering seeds, fruits, nuts and berries in the wild, and people domesticated animals and kept them close to where they lived instead of hunting animals only when they needed food. Over the next 6000 or so years this agricultural revolution spread to most areas of the world, although until about 300 years ago there were still isolated communities with a hunter-gather economy. This agricultural revolution made possible villages, towns and early cities.

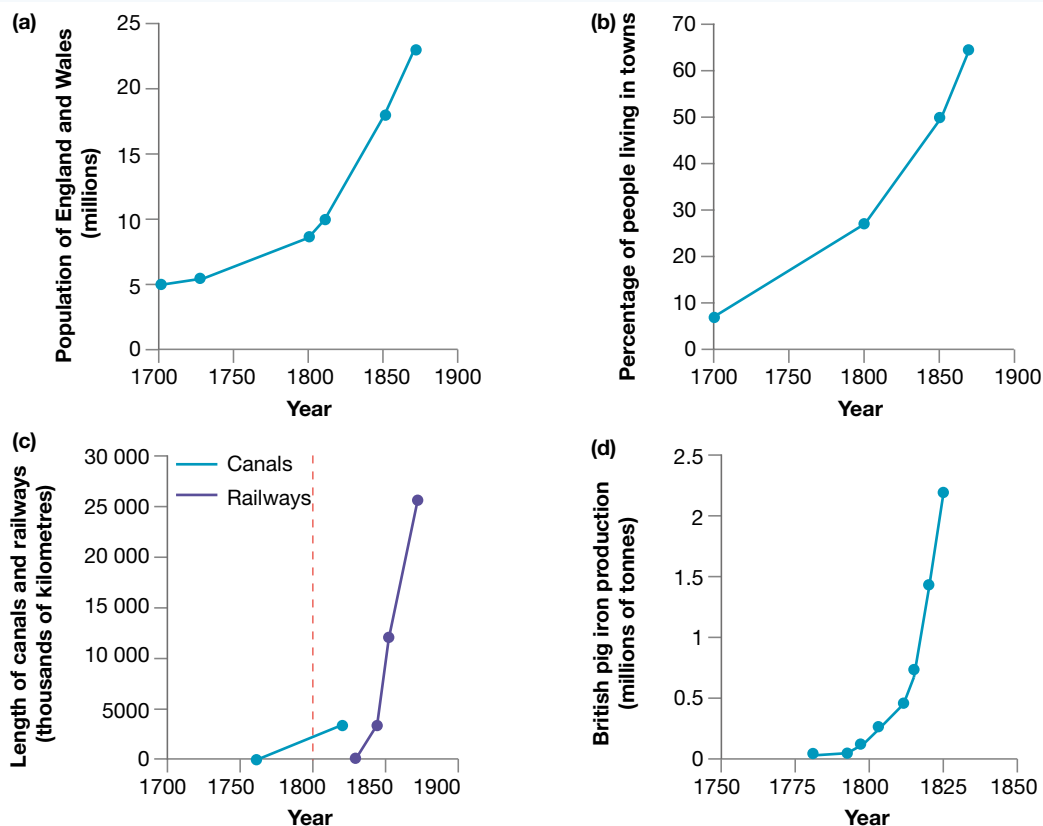
A second widespread change in the ways in which people produced food and goods took place about two and a half centuries ago. Instead of people producing goods at home or in small family businesses, goods were now produced in large factories powered by machines. Instead of travelling by foot, on horseback or in a horse-drawn coach, people travelled in trains powered by steam engines. It began in England, and by 1900 had spread to Western Europe, the United States and Japan. Its impact was also felt in Australia from the 1850s. This has been called the **Industrial Revolution**. Rapid industrialisation is today taking place in the two most highly populated countries in the world — China and India.

Significant factors that characterised the Industrial Revolution were: the use of coal as a source of energy; wide availability of iron; the use of steam-driven machinery; and applying steam power to transport.

There were many other changes that were also an essential part of the Industrial Revolution, including: improvements in agricultural production; a rapid rise in population; a rapid increase in the number of cities; the development of banking and insurance facilities to finance this.

**Source 1** provides data on a number of these factors.

**SOURCE 1** Graphs showing some of the key indicators of the changes that were part of the Industrial Revolution in England between 1700 and 1880



Increased production of consumer goods at a low price and improvements in methods of transport benefited the growing **middle class**, but for most of the workers there were negative effects: poor working conditions with long hours and dangerous machinery, crowded cities with poor sanitation, and pollution from the extensive burning of coal.

Some effects of the Industrial Revolution continue today. As China and India industrialise, the amount of carbon dioxide in the atmosphere from burning coal will continue to increase and lead to increased global warming.

## 1a.2.2 Population growth and movements

Until 1700, Britain's population had either grown slowly or occasionally suffered a sudden decline due to epidemics such as the bubonic plague. However, from 1700 it began to rise dramatically. A population of five million in 1700 approached nine million in 1800 and 20 million by 1861. Some of the factors causing this increase were advances in medical science, such as a vaccine for smallpox and an understanding of the causes of typhoid fever; women marrying younger and having more babies; and more babies and infants surviving to adulthood.

Improvements in agricultural techniques and changes in farming methods meant fewer people were required as farm labourers, so people moved into towns and cities. In industrial towns these people could be employed in the new factories, but in eighteenth-century London there was less work and people turned to crime. Because the jails could not cope with the number of convicts, many were transported to the American colonies. When the United States won their independence from Britain, these convicts were sent instead to New South Wales.

During the nineteenth century millions more chose to emigrate to Canada, the United States, Australia and New Zealand. Different factors operated in different places. In the Scottish Highlands, in the early nineteenth century landowners turned from growing crops to raising sheep and evicted many thousands of small farmers. In Ireland in 1845–1852 and Scotland in 1846–1857 a potato fungus destroyed the major source of food, resulting in the death of over a million people and the emigration of up to two million. People were also attracted to places such as Australia by the discovery of gold and the chance to own their own land.

## 1a.2.3 The importance of consumerism

The scientific and technological advances of the Industrial Revolution, examined in the following sections, initially came in response to a greatly increased demand for consumer goods, both those imported from China like fine porcelain and for locally produced goods such as clocks and watches, pottery, silverware, and fine cloth.

Most of the demand came from the newly emerged middle class — people in the professions such as doctors or clergymen, or people who made their income from banking, selling of property or trade.

Most of these lived in or near London. By 1700, London was a major world city. It had an estimated population of 674 000, more than a tenth of the total population of England and Wales. It was a centre of trade with the colonies, the centre of Parliament and the centre of banking and trade. During the eighteenth century it also became the place where there was a flourishing trade in consumer goods.

## 1a.2.4 The birth of the modern shop

Much of London had been rebuilt following the Great Plague of 1665 and the Great Fire of 1666. While there were areas of slums on the East Side of London, the first modern shops were appearing on streets like Pall Mall, Regent Street and the Strand. The French had discovered how to make plate glass in 1688. This glass could be made in large panes, was clear, and did not distort light as earlier glass did. It was used to make large windows to display the goods and attract customers.

**SOURCE 2** Sophie von La Roche (1731–1807), a German novelist, describes the London shops.

It is almost impossible to express how well everything is organised in London, every article is made more attractive to the eye than in Paris or in another town... We especially noted a cunning device for showing women's materials. Whether they are silks, chintzes or muslins, they hang down in folds behind the fine high windows, so that the effect of this or that material, as it would be seen in the ordinary folds of a woman's dress can be studied... Behind great glass windows absolutely everything one can think of is neatly and attractively displayed and in such abundance of choice as almost to make one greedy.

Quoted in R. Porter, *London A Social History*, Harvard, Massachusetts, 1995, p. 144.

**SOURCE 3** An engraving showing Harding Howell & Co., a fashionable draper's shop in London, 1809



**SOURCE 4** Another visitor describes a walk on London streets at this time.

On both sides tall houses with plate-glass windows. The lower floors consist of shops and seem to be made entirely of glass; many thousand candles light up silverware, engravings, books, clocks, glass, pewter paintings, women's finery, modish and otherwise, gold, precious stones, steel-work, and endless coffee rooms and lottery offices. The street looks as though it were illuminated for some festivity: the apothecaries and druggists display glasses filled with gay-coloured spirits; the confectioners dazzle your eyes with their candelabra and tickle your nose.

Quoted in R. Porter, *London A Social History*, Harvard, Massachusetts, 1995, p. 145.

To satisfy this growing market for consumer products, many goods that had been made in small family businesses were increasingly being produced in large factories. Some of the names associated with the manufacturers of these products are still known today: Wedgwood for pottery, Chippendale for furniture and Wiltshire for knives. Some names of places are also still associated with consumer goods: Staffordshire for pottery, Sheffield for cutlery and Manchester for household linen.

As well as changing the way goods were produced, the development of factories also led to improvements in transport, banking and finance, and organisation. In the eighteenth century, improvements in the cotton industry were the most dramatic, but widespread changes took place in other industries as well. The pottery industry, as developed by Josiah Wedgwood, is one such example.

## 1a.2 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. What were the major changes brought about during:
  - (a) the agricultural revolution
  - (b) the Industrial Revolution?
2. What were the major factors that resulted in a rise in population in England during the eighteenth and nineteenth centuries?
3. What contributions did this increasing population make to the Industrial Revolution?
4. List the negative effects the Industrial Revolution had on ordinary people in England.
5. What is the connection between global warming today and the origins of the Industrial Revolution?
6. In 1700, London was the only major city of England. What were the activities around which this importance was based?
7. With what product is each of the following places in England still associated today?
  - (a) Sheffield
  - (b) Manchester
  - (c) Staffordshire

### Perspectives and interpretations

8. Many of the ways in which London shopkeepers used to entice customers to enter their shops and buy goods are still in use today.
  - (a) Make a list of similar methods used today.
  - (b) What additional methods are used today?

### Explanation and communication

9. Many of the innovations in the early stages of the Industrial Revolution were a result of trying to meet a consumer demand for quality goods at as low a price as possible. Write a paragraph, based on this subtopic and your own research, that will support this argument.

### Develop source skills

10. Use **SOURCE 1** to answer the following questions.
  - (a) What do graphs 1(a) and 1(d) both indicate about the rate of change from the period 1750–1800 when compared with the rate of change in the period 1800–1850?
  - (b) After studying graph 1(c), write a sentence describing what happened to the building of canals and to the building of railways between 1800 and 1850.
  - (c) What could be some connections between the growth of railways in graph 1c and the production of pig iron in graph 1(d)?
11. Use **SOURCES 2, 3 and 4** to answer the following questions.
  - (a) Make a list of the consumer goods available in London at this time.
  - (b) Identify at least three ways in which shopkeepers aimed to make their goods seen and seem attractive to the consumers.



# 1a.3 The importance of Empire

## 1a.3.1 The British empire

Another important factor in Britain's early industrialisation was its possession of a vast empire stretching around the world. Having an empire helped in three ways:

- It provided a large market for goods that were produced.
- It was a source of necessary raw materials — Australia, for example, provided copper, zinc, wool and, when refrigeration was possible, meat.
- Colonies such as Australia and Canada were places to send excess population.

**SOURCE 1** An elaborately decorated map of the world glorifying the British empire in the late nineteenth century



In the sixteenth century the Portuguese and the Spanish were the dominant overseas powers and divided the known world between them. It was in the seventeenth century that the Dutch, British and French began to acquire territory, especially in India, South East Asia and North America. The Dutch concentrated on what is now Indonesia, but which they called the Dutch East Indies. The English and French set up trading posts in India and settlements in North America.

Rivalries between England and France led to the Seven Years War (1756–63), which resulted in England acquiring territory from France and becoming the dominant imperial power. Although the American colonies



won their political independence from Britain in 1786, they remained important trading partners of England. By 1830 Britain had added South Africa, more territory in India and Australia, and New Zealand to its empire.

In the nineteenth century it was common practice to say that ‘the sun never sets on the British Empire’ (see **Source 2**).

**SOURCE 2** One example of the use of the phrase ‘the sun never sets on the British Empire’ from ‘The British empire’, *The Caledonian Mercury* 15 October 1821, p. 4

On her dominions the sun never sets; before his evening rays leave the spires of Quebec, his morning beams have shone three hours on Port Jackson, and while sinking from the waters of Lake Superior, his eye opens upon the Mouth of the Ganges.

## 1a.3 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Develop source skills

1. (a) Study **SOURCE 1**. As the sun appears to move from east to west across the world map, name five British territories it would pass over.  
(b) Does this support the statement ‘The sun never sets on the British Empire’ (see **SOURCE 2**)? Why or why not?  
(c) Name five items in **SOURCE 1** that are used to represent Australia.  
(d) Name other territories that are shown as British and identify one symbol for each.

### Research

2. (a) Who were the main colonising countries in the sixteenth century and what colonies did they establish? (Find at least two colonies for each country.)  
(b) Who were the main colonising countries in the seventeenth century and where did each of these establish colonies?  
(c) Who were the two main rival colonising countries in the eighteenth century and what were two areas they fought over?

## 1a.4 Improvements in agriculture

### 1a.4.1 Traditional open-field farming

In 1700, over half of the farms still followed farming practices of the Middle Ages, but this was a time when changes in the use of the land, in farming machinery and in selective breeding began to revolutionise agriculture. Increases in farm production provided food for the increasing population, particularly the growing number living in towns and working in the factories.

The traditional open-field village was based on **subsistence** farming, supplying only enough food for its inhabitants, who were peasants or tenants of the actual landowner. It usually involved the rotation of different crops across three large fields. One field would carry a crop of wheat or rye, one a crop of barley, and one would lie **fallow**. Each year the crops would be rotated so that each field would lie fallow for one year in every three. The villagers each had a number of strips on each field, usually spread out so that everyone had equal access to the best land. There was also an open area of common land where everyone had the right to graze livestock and collect firewood. Grazing also took place on the field lying fallow, helping to fertilise it ready for crops the following year.

**SOURCE 1** Three-field rotation meant that one third of the land would be lying idle each year.



A Wheat or rye

B Barley

C Fallow

Although the open-field system had worked well for centuries, it had a number of disadvantages.

- The system was very inefficient because one-third of the land was left idle each year.
- Weeds and animal diseases could spread easily when everyone was sharing so much of the available land.
- There was very little opportunity to try new crops or new methods because everyone had to grow the same crops and work together.

### 1a.4.2 Enclosures

The process of **enclosure** involved the consolidation of open fields into single farms, owned by one farmer, and fenced off from neighbouring farms by hedges or low stone walls. The peasants either became paid employees on the enclosed farm or had to seek work in nearby towns. Enclosure gave the farmer greater control over the total area of the farm, with less wasted land, and animals kept separate from neighbours' livestock.

### 1a.4.3 Adoption of new farming techniques

Increased control over their farms and animals that followed from enclosure allowed farmers to adopt new and more efficient methods of farming.

#### Changes in crop rotation methods

As the open fields were enclosed, new systems of crop rotation were introduced. The most successful of these was the four crop rotation system, introduced by an aristocrat, Lord Charles Townshend (1674–1738) on his estates. He became known as 'Turnip' Townshend because of his use of this crop. His farm was divided into four fields, with wheat in the first, turnips in the second, barley in the third, and clover in the fourth. Each year the crops would be rotated by one field. This rotation continued over a four-year cycle. Clover added nitrogen to the soil and could be used as a summer food for livestock while turnips could be fed to animals in winter; this meant that most livestock no longer needed to be slaughtered before each winter, as had been the case previously.

#### Improved stock breeding methods

Farmers such as Robert Bakewell (1725–1795) and Thomas Coke (1754–1842) began selective breeding of sheep and cattle. Only the largest and strongest animals were mated, and this produced offspring with the best characteristics. Robert Bakewell cross-bred different varieties of sheep to produce the best breeds for

both wool and meat production. His New Leicester breed was introduced in 1755, and proved to be a great success. Thomas Coke continued Bakewell's work and crossed Leicester and Norfolk sheep. He discovered the use of lucerne as feed and used turnips as food to fatten the sheep.

## Invention of labour-saving devices

### Jethro Tull's seed drill

Traditionally seed had been scattered by hand into ploughed furrows. This often meant a lot of wastage as the wind could blow much of the seed away, or birds could eat it. In 1700, Jethro Tull (1674–1741) developed a horse-drawn seed drill that could plant three rows of seeds at a time. A hole would be drilled for seeds to be dropped in, the hole would be covered with soil, and the drill moved forward to the next planting position. It is estimated that this invention produced a five times bigger crop for the same area of land than had been achieved under the old methods.

**SOURCE 2** Jethro Tull's seed drill revolutionised the planting of crops and increased production by five times.



### The Rotherham plough

In 1730, Joseph Foljambe patented the Rotherham triangular plough. This plough had an iron blade and was lighter and easier to handle than the rectangular wooden ploughs that had been used previously. Instead of being drawn by a team of four oxen, and requiring both a ploughman and an ox-driver, the Rotherham plough could be handled by one person, and drawn by two horses. The Rotherham plough proved to be quicker and more efficient, and significantly reduced costs for farmers.

**SOURCE 3** Traditional ploughing required a team of four or more oxen, an ox driver and a ploughman to operate the heavy rectangular wooden plough.





## A business approach to farming

Prior to the eighteenth century, farming activity was primarily directed towards satisfying local food and clothing needs. Any produce left over could be sold or traded at markets, but this was only a small proportion of farming output. The great improvements of the agricultural revolution not only increased the amount of food available to the farmers and their workers, but provided increasing surpluses that could be sold to feed the growing urban population. Rural populations grew very slowly, but output per person employed in agriculture rose dramatically. Exporting grain to other countries also brought profits to farmers who were prepared to innovate and embrace new methods of production.

**SOURCE 4** The lightweight Rotherham triangular plough was developed in 1730.



### RETROFILE

The agricultural revolution produced great improvements in the quantity and quality of both crops and livestock. In 1705, England exported 150 million kilograms of wheat, but by 1765 this had risen to 1235 million kilograms. In 1710, sheep sold at market weighed an average 13 kilograms, while cattle weighed an average 167 kilograms. By 1795, this had risen to 36 kilograms for sheep and 360 kilograms for cattle.

## 1a.4 Activities: Check your understanding

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. What impact did the enclosure of farms have on the peasants and tenant farmers who had previously worked the land?
2. Outline the contribution of each of the following to the improvements in agriculture in England in the eighteenth century.
  - (a) Jethro Tull
  - (b) Joseph Foljambe
  - (c) 'Turnip' Townshend
  - (d) Robert Bakewell.
3. Why would each of the following innovations not have been possible before the enclosure of farms?
  - (a) The four-field crop rotation system
  - (b) Selective breeding of animals
4. Show the life spans of each of the following agricultural innovators:
  - (a) Jethro Tull
  - (b) Lord Townshend
  - (c) Robert Bakewell
  - (d) Thomas Coke.

The first of these is done as an example:

	1650	1700	1750	1850
Jethro Tull		X.....		X

5. The Industrial Revolution relied on the availability of an urban workforce to work in factories. Identify and explain two ways in which the agricultural revolution supported the growth of such a workforce.



## Perspectives and interpretations

6. Imagine that you are one of a young married couple in a village at the end of the eighteenth century. For generations your families have been peasant farmers but now you must decide whether it is best to move to a nearby town and work in a factory. Make a list of the arguments you might put both for and against such a move.

## Develop source skills

7. From **SOURCE 1** and the text, what were the major crops grown in the open-field system?
8. In the open-field system, why was one field left to lie fallow each year?
9. Why did the open-field system make it hard to experiment with new ideas?
10. From **SOURCE 2** and the text, list at least three ways in which the seed drill made the growing of crops far more efficient.
11. Use **SOURCES 3** and **4** to answer the following questions.
- (a) What features of the Rotherham plough made it more effective in digging up the soil?
- (b) How many people and animals were required to operate:
- (i) the old wooden plough
- (ii) the Rotherham plough?

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Complete this digital doc: Worksheet 1a.4 Open fields are closed (doc-23101)

# 1a.5 The importance of cotton

## 1a.5.1 Innovation in the textile industry

During the Middle Ages most clothing in England was made from wool. Wool had the advantage of warmth but at the same time it was difficult to wash and slow to dry. England's climate was too cool to grow cotton so, until the development of plantations in the American colonies in the late 1700s, cotton had to be imported from places such as India and Egypt.

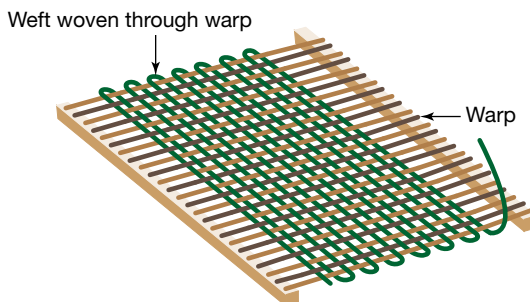
**SOURCE 1** A diagram showing the key processes and terms in making woven material



**Carding:**  
separating,  
straightening and  
lining up the fibres



**Spinning:** joining  
fibres by twisting  
them to make a  
thread



- The **warp** is the thread that is stretched lengthwise.
- The **weft** is the thread woven crosswise through the warp.



**Weaving:** cotton  
or wool is woven  
between a linen  
warp using a  
loom.

Both wool and cotton were made on a spinning wheel. This was done as a **cottage industry**. During the day, the man worked on a farm, while the children carded the cotton fibres and the wife produced the thread on a spinning wheel. This thread would then go to a weaver who would make the cloth on his loom.

Cotton produced in this way was not strong enough to form the warp. The warp was made from linen (derived from flax), and the cotton was then woven through it.

Early innovations in the textile industry applied to both cotton and wool production, but the period after the 1750s saw a greater demand for cotton products. This was due to an increased foreign market for cotton goods, particularly in Europe, and increases in population and domestic incomes. The domestic-based industry could no longer meet this demand. Inventors began to develop spinning and weaving machines to improve the quantity and quality of cloth produced.

## Spinners and weavers

Traditionally, the weaving process involved a weaver sitting at a loom and passing a device called a shuttle (which contained the weft thread) through the warp and back again. The process was repeated until the fabric piece woven was of the size required. With this method, the width of cloth that one weaver could make was limited to the distance between his two outstretched hands; a wide piece of fabric would require two people to manage the throwing and catching of the shuttle. Even with this somewhat inefficient method, a weaver would still require three or four spinners to provide enough yarn for his loom.

With John Kay's invention of the Flying Shuttle in the 1730s, however, the demand for spun thread increased dramatically. Kay's invention involved the use of a lever and pedals to control the movement of the shuttle and the warp on the loom. Thread could be passed through the loom at greater speed and across greater widths than had previously been possible, allowing weavers to process fabric much faster than before. This meant that as many as a dozen spinners might be needed to supply the necessary yarn for one weaver. With the increasing use of the Flying Shuttle, it was clear that a more efficient method of spinning was also required.

The development of the Spinning Jenny by James Hargreaves (c.1720–1778) in the 1760s was a response to this. In early models, one person turning a wheel could spin eight spindles of yarn simultaneously. Later models could hold over 100 spindles at one time. However, the cotton produced was still not strong enough to be used for a warp and in 1769 Richard Arkwright (1733–1792) patented a machine that produced a stronger thread that could replace the more expensive linen warp in the weaving process. The heavy machine was driven by a water wheel — a wheel turned by running water. For this reason, it was called the Water Frame. To house the Water Frame, special buildings were built near swiftly flowing streams — these became known as 'factories'.

In 1775, Samuel Crompton (1753–1827) invented a device called the Mule, which combined features of the Spinning Jenny and the Water Frame. The Mule allowed the production of strong, fine, soft yarn, which could be used to make many different types of fabric.

In the 1750s a worker would take 1000 hours to spin a kilogram of cotton; by the 1790s the same amount could be spun in six hours.

**SOURCE 2** A reconstruction of the original of James Hargreaves' Spinning Jenny, c.1765



## The move to factory production

As larger machines were introduced to carry out the spinning and weaving processes, these could no longer operate in the cottages of spinners and weavers. Larger buildings were needed to house them, and textile

production began to be moved into specialised factories, known as cotton mills. By the 1780s, all stages of textile manufacture were becoming centralised in mills, particularly in the growing towns of Lancashire in northern England.

### 1a.5.2 Cotton and the slave trade

Once quality cotton could be produced cheaply, the demand grew rapidly and new sources for raw cotton had to be found. This came from the American colonies. Slavery of Africans became legal in the English colonies of America in 1750. At first slaves were used as labour in tobacco, rice and indigo plantations on the south-east coast; but as the demand for raw cotton grew, more and more land was claimed for cotton plantations.

The use of Africans as slaves on the plantations enabled the English to develop a profitable business in what was called the 'Triangular Trade'. Raw cotton was brought across the Atlantic to English ports from the American colonies. This was made into cotton cloth in the English mills and some of this cloth was carried to Africa. In Africa, ships picked up slaves to carry back to the West Indies to work on sugar and cotton plantations. This was called the 'Middle Passage'. More cotton was picked up in the West Indies and the process was repeated.

## 1a.5 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

- Place the following in their correct chronological order.
  - Water Frame
  - Flying Shuttle
  - Spinning Jenny
  - The Mule
  - Cotton mills
- Why did the use of the Flying Shuttle lead to an increased demand for cotton thread?
- Despite the Spinning Jenny being able to produce more thread, there was still a problem with the thread produced. What was this?
- How did developments in methods of spinning and weaving lead to the establishment of the first factories?

### Perspectives and interpretations

- During the eighteenth century, the quality of cotton material improved and its price dropped. However, many people's lives got worse through this. Who were the main people who suffered, how were they affected and why were they affected?

### Develop source skills

- Use **SOURCE 1** to answer the following questions.
  - What was the purpose of spinning?
  - What was the difference between the warp and the weft?
  - On which of warp or weft did the strength of the material depend? Explain why this was so.

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Complete this digital doc: Worksheet 1a.5 Textile technology (doc-23102)

## 1a.6 The age of coal and iron

### 1a.6.1 Coal in the Industrial Revolution

Coal had been mined in England for hundreds of years before the Industrial Revolution and, as early as 1700, about 2.5 million tons of coal was being extracted per year. Demand for coal began to grow well before its industrial uses because of the need to replace timber as a source of heat. There were no plantations of timber, so all the timber came from old growth forests and was being used up faster than it could be replenished.

Up to the eighteenth century, timber had been the main source of heating, but by this time it was becoming quite scarce. It was being used for building houses for the increasing population, building ships for the navy and for trade, as well as heating. In London in the 1750s, timber as fuel was four times more expensive than coal. Following the Great Fire of London, new houses were being built with fireplaces and chimneys. This made it possible to use coal for domestic heating because the chimneys carried away the noxious gases and soot produced as coal burned.

Heating houses was a pre-industrial use of coal. It was in the late eighteenth and early nineteenth centuries that demand for coal skyrocketed. There were two main causes for this:

1. Coal was a basic ingredient in the production of iron. Iron ore was iron oxide, and the carbon in the coal combined with the oxygen in the iron ore to produce carbon dioxide and leave the iron behind.
2. From the 1830s onwards, with improvements to the steam engine, coal was being used to drive the factory machinery, locomotives and steam ships.

There was one problem to be solved in extracting this extra coal. By the eighteenth century most of the surface coal had been taken. There was still plenty of coal but it lay below the watertable, and flooding of the mines was a problem. Initially this was solved by using buckets attached by rope to a large wheel. Horses walking in circles turned the wheel and pulled the buckets up. However, there was a limit to how much water could be pulled up this way. Trying to solve this problem led, in 1712, to the invention of the first steam-powered machine of the Industrial Revolution — Thomas Newcomen's heat engine.

## The heat engine

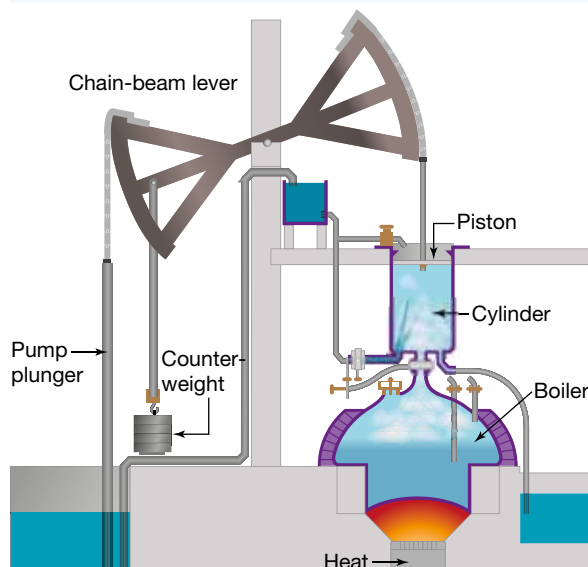
This machine involved the use of air pressure. An example of how this operates can be shown by taking a metal can with a top that can be screwed tight. First, water is boiled in an open can and, when it is full of steam, the top is screwed down. When the can is cooled, a partial vacuum is created inside the can, and air pressure will crush the can.

In the Newcomen engine, the cylinder at the bottom was filled with steam. Water was used to cool the steam, and air pressure forced the piston down, raising the pump in the pit and drawing up water. When the cylinder was opened again at the bottom, weights on the end of the arm pulled the piston back to the top of the cylinder. Although this involved a piston in a cylinder, the steam was not used to move the piston itself.

This machine had two significant weaknesses. Firstly it was very inefficient, as large amounts of water had to be boiled for each up-and-down movement. The earliest machines took 22 kilograms of coal per hour to do the work of one horse, but where coal was free this was no problem. Improvements over the next 50 years brought this down to eight kilograms of coal per hour.

Another weakness of the heat engine was that it had an up-and-down motion and could not be used to turn wheels. However, where there were water wheels operating, a heat pump could be used to 'recycle' the water — raise it to a higher reservoir where it could be used again to flow over the water wheel. This was particularly useful in summer when rivers might dry up. Richard Arkwright used this combination to drive machinery in his large cotton mill. A heat pump was also used in Paris to lift water from the Seine to fill reservoirs for the use of the population.

**SOURCE 1** A diagram showing how the Newcomen heat engine worked





## 1a.6.2 Iron

During the Middle Ages and early modern period, iron was used for armour, farming implements, cooking utensils and cutlery. Iron had been produced by heating the iron ore with charcoal to remove the oxygen. Charcoal was produced by heating wood in the absence of oxygen; and as wood became scarce, coal was used instead.

However, because there were impurities in the coal, the iron was not of good quality. In 1709, Abraham Darby (1678–1717) demonstrated that using coke — coal heated to drive out impurities — in a blast furnace could produce a purer form of pig iron.

### Henry Cort and ‘puddling’

Although pig iron had many uses, it could be brittle because of the presence of small amounts of carbon. In 1783, Henry Cort developed a method of reducing the carbon content of pig iron through a process known as ‘puddling’: stirring molten metal with rods to bring the carbon near the surface and burn it off. A further process was rolling the iron into a part-molten state to drive off more impurities. This resulted in a product that was stronger and could be bent, rolled or cast into many different shapes. High-quality iron could now be used for making machinery, a huge variety of tools and implements, boilers for steam-driven engines, as well as bridges and the framework for buildings.

As iron production methods improved, quantities increased, and large scale production made good quality iron cheaper. By 1850, Britain was producing over 70 times as much iron as it had in 1760 (see **Source 3**).

**SOURCE 2** An early pumping station used to pump water out of a mine shaft in Dudley, West Midlands, England



**SOURCE 3** Comparative cost of steam and horse power, 1740–1850

Year	Horse cost (pennies per hour)	Coal price (shillings per ton)	Pounds of coal per horsepower hour	Steam cost (pennies per horsepower hour)	Steam cost advantage
1720	1.8	4.72	45	1.6	0.2
1740	(2.2)	4.48	45	1.6	0.6
1770	2.5	6.03	25	1.0	1.5
1790	4.0	6.41	20	1.0	3.0
1810	(3.8)	10.35	12	1.1	2.7
1830	3.5	9.13	12	0.9	2.6
1850	3.0	10.13	12	0.9	2.1

**Notes:**

1. Figures in brackets are estimates.
2. Steam cost includes the cost of the engine as well as the cost of coal.
3. After 1790, heat engines include modifications by James Watt.

**Source:**

N. Von Tunzelmann, *Steam Power and British Industrialization to 1860*, Clarendon Press, Oxford, 1978.

G. Clark and D. Jacks, ‘Coal and the industrial revolution, 1700–1869’, *European Review of Economic History*, 11(01), 2007.

## 1a.6 Activities

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### Check knowledge and understanding

1. There was a scarcity of timber in 1750. List three uses that were taking up an increasing amount of timber.
2. Coal had an advantage in price over timber when used for heating houses, but it also had problems. What was the major problem and how was it solved?
3. What were two new uses for coal in the late eighteenth and nineteenth centuries?
4. What was the main problem that had to be faced when coal replaced charcoal as a method of removing carbon from iron ore?
5. What were two uses for the heat pump apart from pumping water out of mines?
6. Prepare an advertisement promoting the heat pump. Include an illustration. Remember that advertisements highlight the good features and try to disguise the bad features of a product.

### Develop source skills

7. Use **SOURCES 1** and **2** and the text to answer the following questions.
  - (a) What was the heat engine used for?
  - (b) Why did it involve a very inefficient use of heat energy?
  - (c) Why was this inefficiency not a problem when used to pump water out of coalmines?
8. Use **SOURCE 3** to answer the following questions.
  - (a) In which year did the steam engine show the greatest advantage in cost?
  - (b) What evidence is there that the steam engine became far more efficient after 1790?
  - (c) Over the period covered by this table calculate the percentage increase or decrease in:
    - the cost of using horses
    - the price of coal
    - the efficiency of the steam engine (in terms of how much coal was required to do the work of one horse)
    - the cost of using steam.

## 1a.7 Transport

### 1a.7.1 Early transport links

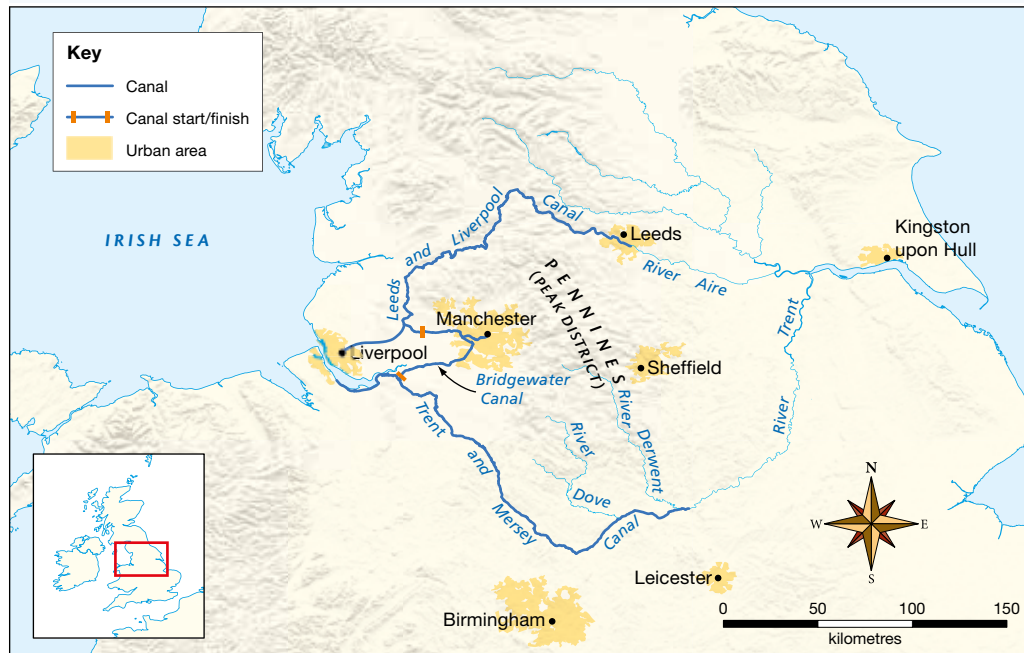
For Britain to industrialise, good transport links were essential. Raw materials needed to be transported to manufacturing sites, and manufactured goods then had to be transported to the cities for sale, or to ports for export.

In the 1750s, goods were usually carried in horse-drawn carts along dirt roads that were often badly potholed, or they were transported along rivers. The difficulties with river transport, however, were that rivers followed winding courses and could vary greatly in width and depth.

The solution was to build canals, which were effectively artificial rivers. They could be made deep and wide enough to carry barges and could connect different river systems. Canals could be tunnelled through hills or carried over valleys by aqueducts.

Some of the earliest canals were built in the Midlands region of England (see **Source 1**). The first true canal was opened in 1761. Francis Egerton, the Duke of Bridgewater (1736–1803), had a canal built from the coalfields in Worsley to the nearby city of Manchester. Barges were drawn by horses; tracks for horses were built along the banks of the canal. A barge carrying 30 tons could be drawn by just one horse — it would take ten horse-drawn carts to carry the same amount by road. This meant that the Duke of Bridgewater's coal could be sold for one third less than the original price in Manchester, and the canal soon paid for itself.

**SOURCE 1** Three of the earliest canals, built in the Midlands region of England



Josiah Wedgwood saw the advantages of a canal for his pottery works near Stoke-on-Trent — both to bring large amounts of clay to his factory works and also to carry delicate pottery to markets throughout the Midlands. A canal first linked his works with the port at Liverpool, and was soon extended to link the Mersey and Trent rivers, which meant that goods could be carried right across England.

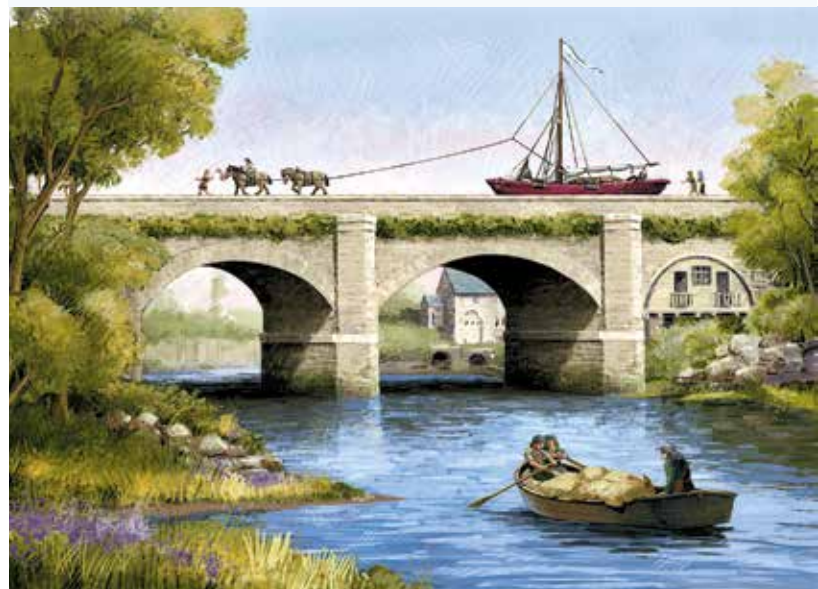
A third canal — some 204 kilometres in length — linked the cities of Leeds and Liverpool, tracing a path through the lower sections of the Pennine Mountains. The greatest height reached was 148 metres and there were 91 locks along its route. Within the next 20 years a vast network of canals was created across England.

### 1a.7.2 Railways and locomotives

Wooden rails, sometimes called tramways, had been used in coalmines since the early 1600s. Wagons carrying coal moved downhill along these by gravity, or uphill by being drawn by horses. As iron became cheaper, these wooden rails were replaced by steel rails.

From the 1790s, engines were used to haul coal wagons by means of long cables wound around a large drum. The drum was turned by a stationary engine.

**SOURCE 2** An artist's view of an aqueduct of the Bridgewater Canal where it crossed the Barton River. It was demolished in the 1890s and replaced by a swing bridge.





The first locomotives were used to haul trucks loaded with coal from mines. In 1812, John Blenkinsop built a locomotive to transport coal from Middleton (near Manchester) to Leeds, a distance of about 60 kilometres. It used a central third rail with a rack and pinion to give traction. It travelled at six kilometres an hour and could haul 90 tons of coal — the work of 50 horses.

These locomotives inspired an engineer, George Stephenson, to promote the idea of steam locomotives being used to haul a wide variety of goods, and possibly even passengers.

### The first successful railways

In 1825 the first public railway was opened in north-east England. It was designed to carry coal from mines near Darlington to the port of Stockton, and it employed George Stephenson's *Locomotion No. 1* locomotive to haul its cargo. Before long the owners expanded its activities to provide a passenger service with a regular timetable.

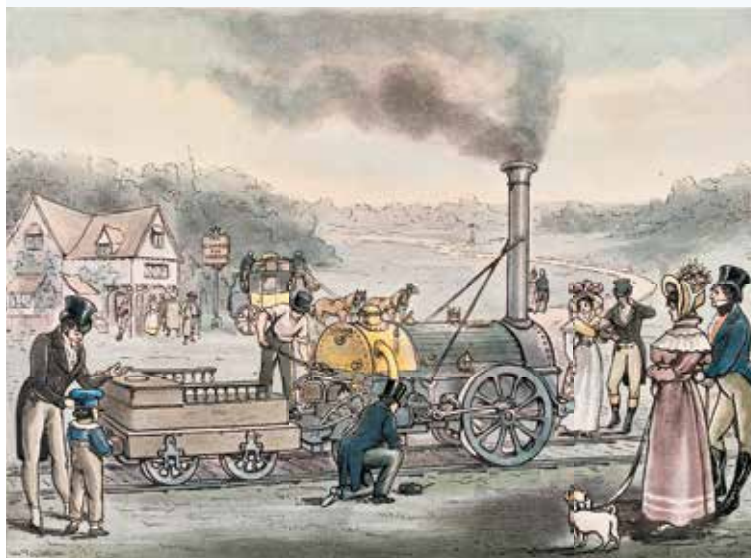
In the meantime, Stephenson and his son Robert were contracted to build a railway line between Manchester, the largest textile-producing city, and Liverpool, a major port almost 60 kilometres away. (One of the earliest canals had been built to link these two sites — see **Source 1**.) The line was constructed as a double track to allow trains to travel both ways simultaneously, and was designed to bring imported raw materials to Manchester, and return completed goods to Liverpool for export. The directors of the line staged a contest to determine the best locomotive for the line. Stephenson's latest locomotive, the *Rocket*, won easily, reaching a speed of 38 kilometres per hour and averaging 22 kilometres per hour. The line opened in 1830, and Stephenson's *Rocket* was used to haul both goods and passengers between the two cities. The line was a huge financial success, and became the model for a succession of railways that were soon constructed throughout Britain.

The growing demand for fast, efficient transport for both the raw materials and products of industrialisation led to a huge growth in railway construction. The 20 years from 1830 saw frantic growth in the rail network. By 1852 there were over 10 000 kilometres of track in Britain. Lines extended from London to the coast of Wales, and through to Glasgow and Edinburgh in Scotland. The industrialised north and Midlands of England were covered by extensive rail networks, transporting passengers, as well as a huge variety of goods.

**SOURCE 3** John Blenkinsop's early locomotive is shown here hauling coal trucks that he designed.



**SOURCE 4** Stephenson's *Rocket*, used on the Manchester–Liverpool railway.





## 1a.7 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. Make a list of the advantages of canals compared with road transport at the time.
2. What were the advantages of running a double track between Liverpool and Manchester?
3. Fill in the missing dates and events. The first is done for you.

1761	Bridgewater canal opens
1790s	.....
.....	Middleton–Leeds line used for carting coal
.....	Stockton–Darlington Railway opens
.....	Manchester–Liverpool line opens

### Develop source skills

4. Use **SOURCE 1** and the text to answer the following questions.
  - (a) What was already happening in this part of England to encourage the building of canals?
  - (b) What was the first section of canal completed?
  - (c) Which canal linked two rivers flowing in different directions? Which two cities on either side of England did this allow communication between?
  - (d) Why did the Manchester–Leeds Canal take such a long route?
5. By comparing **SOURCE 3** with **SOURCE 4**, and from reading the text, what are the major modifications that George Stephenson made to locomotives?
6. What was the difference in speed achieved by these methods?
7. What other form of transport is shown in **SOURCE 4**?

## 1a.8 The impact on Australia

### 1a.8.1 Riches from the earth

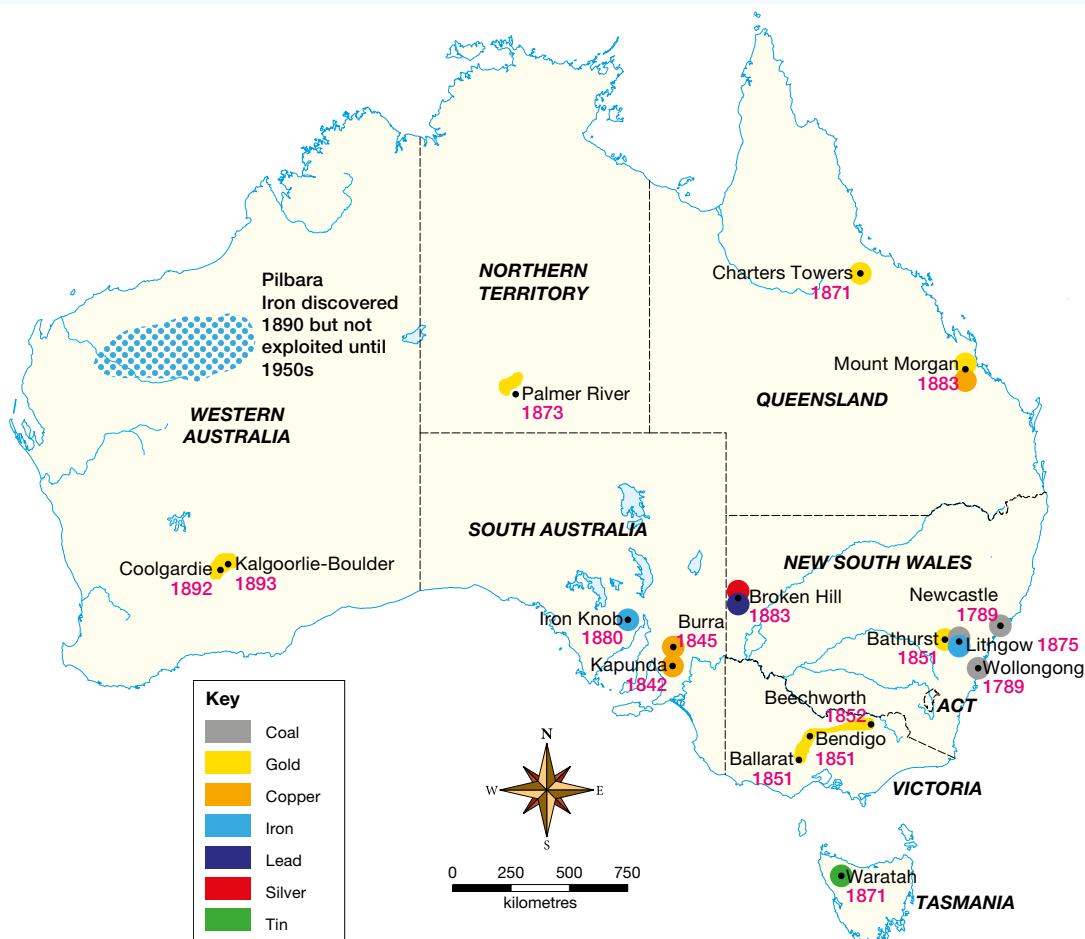
The European colonisation of Australia took place just as the pace of industrial change in Britain began to accelerate. The main roles the Australian colonies played during the nineteenth century were in providing:

- a source of quality wool to meet the demands of the new textile machinery
- a source of wheat to feed the growing population and supplement what was being produced on British farms
- a source of metals such as copper and gold, and later silver, lead, zinc and tin
- a place where those displaced by changes in Britain and Ireland could begin a new life
- a market for consumer items produced in England, especially as people became richer after the gold discoveries.

Sydney had its own supply of good coal as it was on top of a large basin of coal, which came near the surface around Newcastle, Wollongong and Lithgow. Mining of metals began in South Australia with the discovery of rich deposits of copper at Kapunda in 1842 and Burra in 1845.

Gold was discovered near Bathurst in New South Wales in 1851 and in richer goldfields around Ballarat in Victoria later that same year. Gold was later discovered in Tasmania, Queensland and Western Australia. Other metals mined between 1870 and 1900 included tin, silver, lead, zinc and iron.

### SOURCE 1 Sites of some major mineral discoveries up to 1900



## 1a.8.2 Wool and wheat

During most of the nineteenth century, wool was by far the most important export. The source of this wool was the Merino sheep, a breed that originated in Morocco, and was further developed in Spain. John Macarthur (1767–1834), in partnership with his wife, Elizabeth (1766–1850), played the major role in the early development of the wool industry. By 1840, sheep runs stretched in an arc from the Darling Downs of south-eastern Queensland to the dry country north of Adelaide and parts of Tasmania. By 1847, Britain imported more wool from Australia than all of Europe combined, and increased this amount by ten times over the next 40 years.

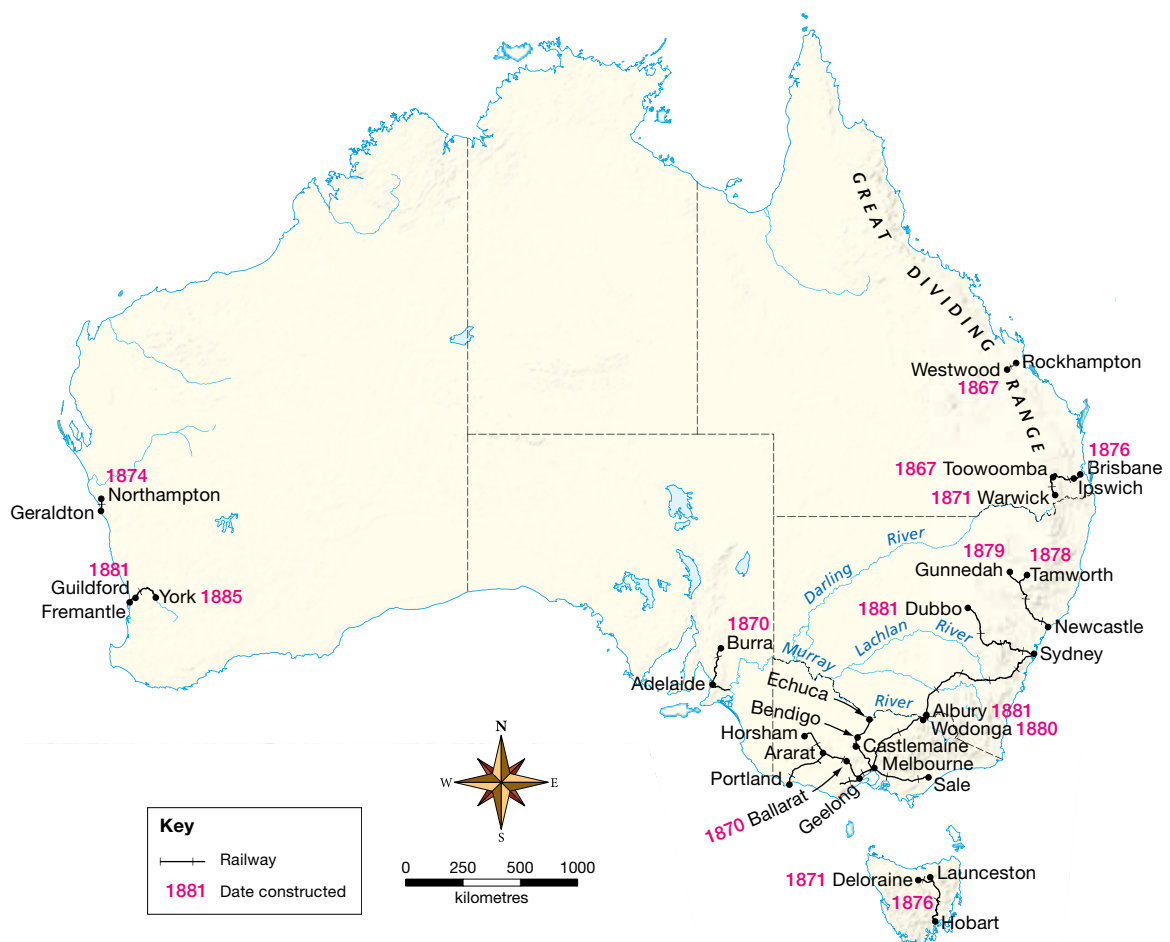
Although James Ruse grew small amounts of wheat in the early days of the European settlement, the first major development of the wheat industry was in South Australia where soil suitable for growing wheat was close to the sea and therefore close to transport. From here it spread west to Western Australia and east to the Mallee region of Victoria. Following the building of a road over the Blue Mountains in 1815, and the settlement of inland New South Wales, this also became a wheat-growing area.

### 1a.8.3 Railways

The first railways were set up in Australia only 24 years after the Manchester–Liverpool railway began operating in England (see subtopic 1a.7). They played a particularly important role in Australian transport history as Australia lacked the river systems of both Britain and the United States.

The first railways were set up as private companies. The first steam train line was in Victoria in 1854, running from the city to Port Melbourne and powered by a locally built steam engine. In the same year, South Australia had a ten-kilometre horse-drawn railway between Port Elliot and the Murray River port of Goolwa. The first Sydney line ran from Sydney to Parramatta in 1855, and the following year there was a line in Adelaide running from Adelaide to Port Adelaide. By the 1870s, all colonial railways were under the control of the respective colonial governments instead of being privately owned.

**SOURCE 2** Some early railway lines in Australia up to around 1880, and the major river transport routes. (Note that not all lines are included, especially in Victoria where many lines were built in the period 1870–80.)

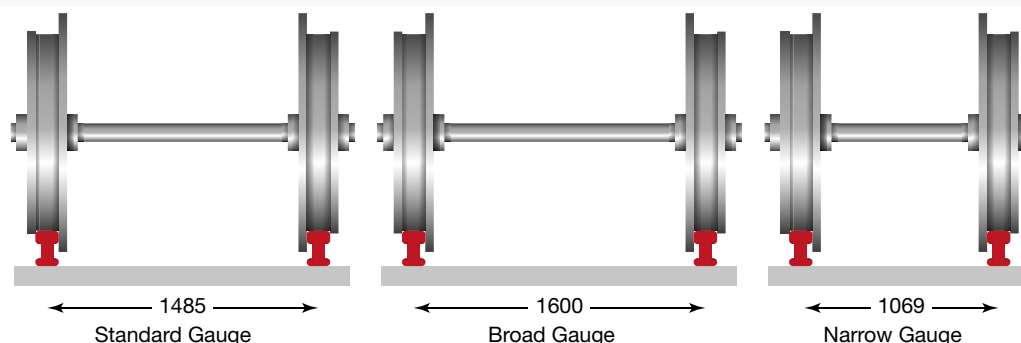


### The gauge muddle

The gauge is the distance between the two railway tracks. The gauge of the Liverpool–Manchester line was 4 feet 8.5 inches (1485 millimetres), which was the same gauge as had been used for the earlier horse-drawn railways. This became known as Standard Gauge. However, two other gauges were used in Britain and elsewhere in the world. Broad Gauge was 5 feet 3 inches (1600 millimetres). Its advantages were that it gave a smoother ride and made it possible for trains to travel safely at a faster speed. It was, however, more expensive to build, requiring longer sleepers to support the track and wider bridges, tunnels and cuttings. A third, and cheaper, version was Narrow Gauge, which was 3 feet 6 inches (1067 millimetres).

In 1848, the British Colonial Secretary specified that all Australian railways should have Broad Gauge. South Australia, Victoria and New South Wales began planning for Broad Gauge railways, but at the last moment NSW changed to Standard Gauge. Matters became further complicated when Queensland later decided that it would use Narrow Gauge. South Australia used three gauges: Broad for its main lines, Narrow for small branch lines and, later, Standard for its connection to Western Australia lines.

**SOURCE 3** Diagram showing the difference between the three railway gauges



### 1a.8.4 Steam ships

For travel within Australian waters, there was an ample supply of coal, and steam ships were the main means of transport along the coast between coastal towns and between the major cities; steamers continued in use until the 1940s. Side-wheel paddle steamers carried goods along the Murray River from 1852, with the final destination being ports in Adelaide. In Queensland, goods were carried by boat from Brisbane to Ipswich until the Ipswich–Brisbane railway was completed in 1876.

### 1a.8.5 Manufacturing

Britain saw the Australian colonies primarily as a source of raw materials such as wool, wheat, timber and gold. Coal was mainly used for heating and in steam locomotives and, until World War I, iron production in Australia was also on a small scale. Most manufactured goods were imported from Britain. For example, by 1890 in New South Wales, of 449 locomotives used, 395 were imported from England and only 54 were made locally. In Victoria in the same period, the majority of its engines — 263 locomotives — were made at the Phoenix Foundry at Ballarat.

During the First World War most British ships were involved in the war effort, and Australians realised that they had to begin developing their own manufacturing industries. The Broken Hill Proprietary Company (BHP) was the major firm involved in Australia developing its own industrial capacity at that time.

**SOURCE 4** A contemporary photograph of steam engine parts produced in Britain being off-loaded at Circular Quay in Sydney





## 1a.8.6 Telecommunications

Australia's first telegraph line, sending messages by Morse code, was built from Melbourne to Williamstown in 1854, ten years after Samuel Morse developed the telegraph in the United States. In 1856, Victoria, New South Wales and South Australia agreed to work together to set up a common telecommunications system. By the end of 1858, Adelaide, Melbourne and Sydney were linked by telegraph. Sydney and Brisbane were linked in 1861, and Adelaide and Perth in 1875.

Australia was connected with the rest of the world when the Overland Telegraph Line from Adelaide to Port Darwin was completed in 1872, and this was linked by a cable to Singapore, and from there on to England.

### 1a.8 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

#### Check knowledge and understanding

1. What were the major ways in which Australia was involved in the Industrial Revolution in Britain?
2. In which Australian state did each of the following first develop?
  - (a) The wheat industry
  - (b) The wool industry
3. Why did the development of railways play a more important role in the early stages of Australia's development than they played in Britain or the United States?

#### Research and communicate

4. Choose one of the industries mentioned in this subtopic. Trace its early development and, through research, indicate the major later developments in that industry.
5. Explore the various reasons for Australian states having a wide range of different rail gauges and some of the problems this caused. Conduct further research to discover how some of the problems this caused have been overcome.

#### Perspectives and interpretations

6. Australia did not become a major manufacturing nation until after World War I. Until then most manufactured goods came from Britain. Was this a deliberate policy of Britain to keep control of its manufacturing, or was it due to factors within the colonies themselves? Make a list of possible arguments that could be used in a debate for or against this being a deliberate policy of Britain.

#### Develop source skills

7. Use **SOURCE 1** to make a list of the main minerals discovered before 1900 in each of the following states.
  - (a) Queensland
  - (b) New South Wales
  - (c) Victoria
  - (d) Tasmania
  - (e) South Australia
  - (f) Western Australia
8. Use **SOURCE 2** and the text to answer the following questions.
  - (a) Which Australian state benefited most from being the export point for goods brought to the coast by rivers?
  - (b) Provide one example of a railway line built for each of the following reasons:
    - (i) to bring agricultural products such as sheep and wool to a coastal port
    - (ii) to bring mineral resources to a port
    - (iii) to capture river trade that would have gone to another state.
  - (c) Why did all the early railways travel inland rather than go along the coast? What method of transport was used to carry goods and passengers between coastal ports?
9. In **SOURCE 4**, why are many men being used to unload the steam locomotive boiler instead of horses?
10. Why were locomotives shipped in parts rather than being completely assembled in England?

# 1a.9 Changing ways of life

## 1a.9.1 Working conditions

The rapid growth of factories between 1800 and 1850 affected everybody's lives. Life improved for mechanics — those who built and serviced the machines. They were paid well, and set up 'mechanics institutes' with their own libraries and held regular lectures there. They became part of a growing middle class.

However, for ordinary workers who had moved from the countryside or emigrated from Ireland and Scotland, working and living conditions were poor. Houses were crowded together with little natural light and no sanitation. To keep the machines running in the factories, people had to work up to twelve-hour shifts. There was little protection from contact with moving machine parts and no compensation for injured workers.

Friedrich Engels (1820–1895) was the son of a wealthy German industrialist. Sent to work in his father's cotton mill in Manchester, Engels began to discover the reality of how working people lived, and in 1845 he published a book on the subject entitled *Condition of the Working Class in England*.

**SOURCE 1** An illustration of a slum garret (attic) in London in 1843



**SOURCE 2** In his book *Condition of the Working Class in England*, Engels quotes from a police report after two boys were arrested for stealing and eating a half-cooked calf's foot.

When a policeman went to his widowed mother's house to investigate, he found her with six of her children literally huddled together in a little back room, with no furniture but two old rush-bottomed chairs with the seats gone, a small table with two legs broken, a broken cup, and a small dish. On the hearth was scarcely a spark of fire, and in one corner lay as many old rags as would fill a woman's apron, which served the whole family as a bed. For bed clothing they had only their scanty day clothing.

## 1a.9.2 Children

Most children had worked before the revolution — either helping on the farm or in spinning and weaving in the home. They had no schooling and no childhood as we have today. However, working in factories was far worse than working in the home. They were working near dangerous machinery and, being under the control of employers rather than their parents, they could easily be exploited. Yet wages were so low for adults that a family could not survive without children working.

**SOURCE 3** A drawing of children working in a mine shaft



Exploitation was particularly bad where their small size could be seen as an advantage, such as drawing wagons in narrow mine shafts, cleaning underneath machinery or being used as chimney sweeps. Masters of chimney sweeps found it cheaper to force little children through the chimney rather than use a brush.

Pressure to change these conditions came from a variety of groups in society:

- evangelical churchmen who felt it their Christian duty to look after the weaker people in society
- rich landowners who resented the new wealthy industrialists
- industrialists themselves who wanted to stop unscrupulous use of cheap labour by their competitors.

A series of bills that passed between 1830 and 1867 gradually led to some regulation of the industry, although the hours worked and the conditions of work were still harsh by today's standards. Some of the most important of these were:

- The *Factory Act* of 1833, which set legal limits to the working hours of children and was enforced by the appointment of factory inspectors
- The *Mines Act* of 1842, which banned the employment of women and under-age children in the mines
- The *Ten Hours Bill* of 1847, which limited the time worked by women and children in factories to ten hours a day. Because women and children were essential for the running of the machines, it effectively meant that a man's work day was also limited to ten hours.

A series of bills were passed to improve the conditions of children working as chimney sweeps; but because the business was so profitable, these were not enforced and it was not until 1867 that effective legislation was passed.

### 1a.9.3 Trade unions

At the end of the eighteenth century, only wealthy landowners had the right to vote. This meant they controlled Parliament and the making of laws. In 1799–1800, afraid of what had happened to the aristocrats during the French Revolution, the government passed the *Combination Acts*. These acts made it a serious offence for workers to organise together to improve their working conditions.

However, with the Reform Bill of 1832, the numbers eligible to vote was increased; but voting was still open only to the most wealthy in the country — and many of these were owners of factories.

**SOURCE 4** Children working in a textile factory, Missouri, 1911



**SOURCE 5** A historian describes how chimney sweeps were employed.

The very poorest London parents found they could apprentice a child to a chimney sweep much younger than any other occupation. More than this, no apprentice fee was expected, and the master sweep was even ready to pay a sum to the parents for the service of the child, who was thus literally bought and sold. 'It was a common practice', said David Porter, a remarkable master chimney sweeper, 'for parents to carry about their children to the master chimney sweepers and dispose of them to the best bidder, as they cannot put them to any other master at so early an age'.

Dorothy George, from *England in Transition*,  
Penguin, 1964, pp. 123–4.

In 1832, a group of farmers in the small village of Tolpuddle in south-eastern England vowed that they would not work for less than ten shillings (\$1) a week. A land-owner used an obscure law that made it illegal for a group of people to come together to swear an oath. The men were convicted and sentenced to seven years' transportation to Australia; and so they became known as the 'Tolpuddle Martyrs'. Public protest was so great that two years later they were allowed to return to England.

For the next ten years the focus of workers was on a movement called Chartism (see subtopic 1c.4) — a movement to make Parliament more representative. At the same time, some of the better-off workers were able to establish their own unions and one of the first of these was the Amalgamated Society of Engineers. It included workers from all over England and was able to employ fulltime staff to help in its organisation. Members also contributed to a fund to provide benefits for those who were injured or sick.

**SOURCE 6** George Loveless, the leader of the Tolpuddle Martyrs, was a Methodist local preacher. When he was sentenced he wrote this text on a scrap of paper.

God is our guide! from field, from wave,  
From plough, from anvil, and from loom;  
We come, our country's rights to save,  
And speak a tyrant faction's doom:  
We raise the watch-word liberty;  
We will, we will, we will be free!

## 1a.9 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

- Match the following dates with an Act of Parliament, and for each one briefly indicate how it made reform for workers better or worse.
  - 1799–1800
  - 1832
  - 1833
  - 1842
  - 1847
  - 1867
- Which group of workers set up places to educate themselves further?
- Why were the early laws to protect chimney sweeps not enforced?
- Why was reform of Parliament an important part of the effort to improve worker's conditions?
- Even though children were employed before the Industrial Revolution, why were their conditions worse in industry?

### Research and communicate

- The most violent event in the movement for economic and political reform was what was called the Peterloo Massacre, which took place in St Peter's Fields in Manchester on 16 August 1815.  
Write a report on this that includes the following:
  - Why was the government afraid of reform movements at the time?
  - What was the meeting in St Peter's Fields about?
  - What actions did the military take?
  - What were the casualties?
  - What results did brutal suppression have?

### Develop source skills

- From **SOURCES 1** and **2** and the text, make a list of difficulties faced by the poor in England during the Industrial Revolution.
- Use **SOURCES 3–5** to answer the following questions.
  - List the types of jobs children did.
  - For each job, list some of the dangers they faced.



- (c) **SOURCES 3** and **4** are both illustrations of child labour. One is a drawing and one a photograph. If a historian was using these to investigate child labour in the Industrial Revolution, what would be
- (i) the advantages and
  - (ii) the disadvantages of each source?
9. Use **SOURCE 6** to answer the following questions.
- (a) In the first two lines, list the different occupations the words refer to.
  - (b) In which line does he imply that the parliament does not represent the people?
  - (c) From the text and **SOURCE 6**, what evidence is there that some Christians supported the working-class movements?

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Complete this digital doc: Worksheet 1a.9 Ordinary people in extraordinary circumstances (doc-23103)

## 1a.10 The global impact

### 1a.10.1 Impact on the landscape

During the nineteenth century, industrialisation spread to Europe, the United States and, towards the end of the century, Japan. Each stage of the Industrial Revolution had an effect on the landscape. In the early days, charcoal was used to produce iron from ore and this led to large-scale deforestation in England and the eastern US states. In the United States, large areas of land were also cleared to grow cotton. The increasing use of coal meant large areas of countryside were dug up and there was widespread pollution from the burning of the coal. What had been rural lands were divided first by canals and then by railways. Finally, large towns and cities grew around the factories.

At the time, people were unaware of another effect of the burning of coal — the release of large amounts of carbon dioxide into the atmosphere that would increase the threat of climate change by making it more difficult for heat from the sun to escape.

### 1a.10.2 Continental Europe

The effects of the Industrial Revolution were seen first in Belgium. This was because the resources in Belgium were similar to those in Britain:

- extensive coal resources
- iron ore deposits close to coal
- a strong textile industry.

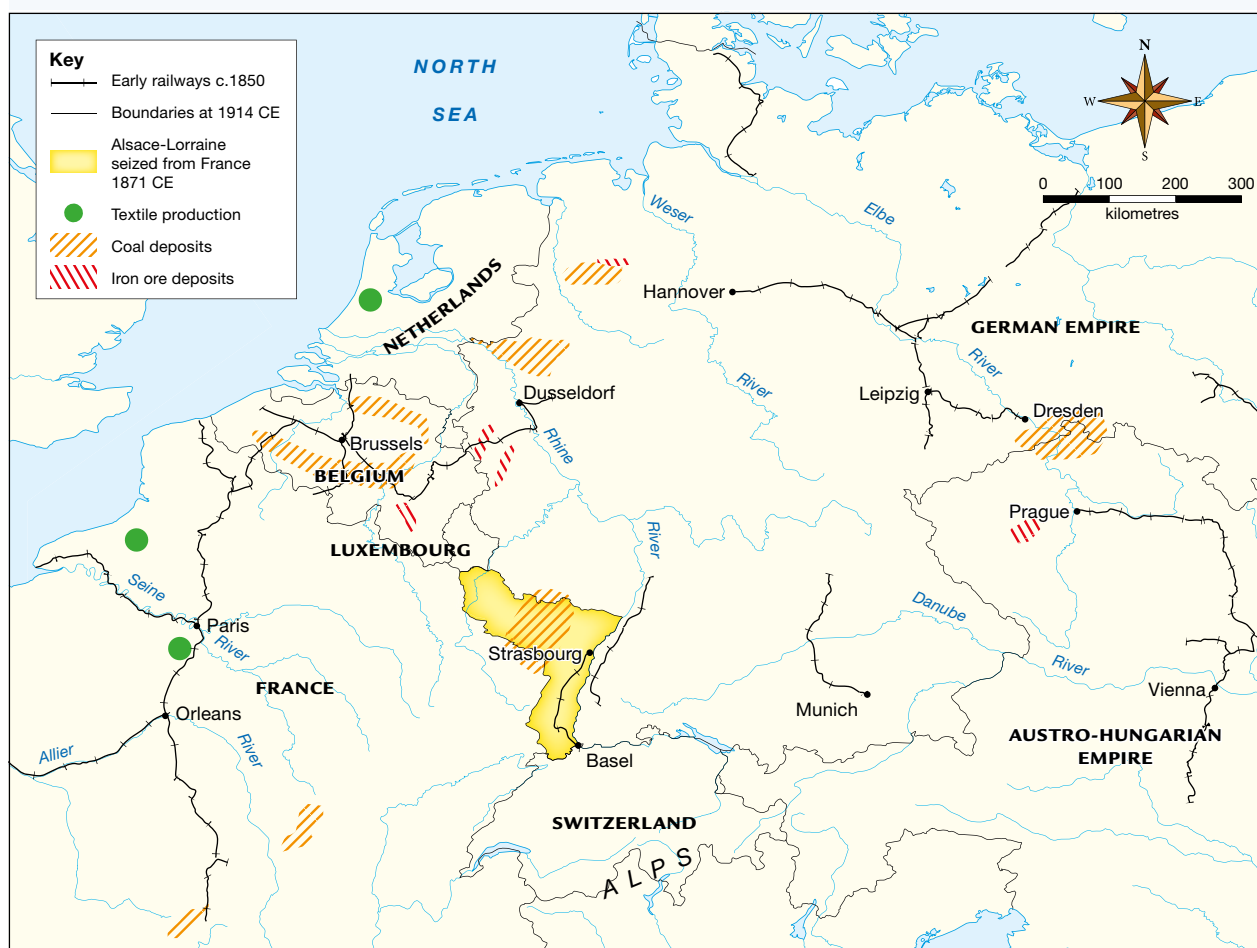
By 1840, Belgium was the most industrialised nation in continental Europe and was supplying coal, wrought iron and steam engines to Germany and France.

Germany had rich deposits of coal and iron ore but exploitation of these was hampered because Germany at that time consisted of hundreds of separate states. It was not until the unification of Germany in 1871 that industrialisation began to take off. This was especially so in the Ruhr region in western Germany where there were large deposits of quality coal and iron ore to be exploited.

France lacked good supplies of coal, and its population increased only slowly during the nineteenth century. Because coal was scarce, water-driven mills continued to be used, and therefore industries remained small and more spread out. Charcoal continued to be used to smelt the iron and it was sometimes cheaper to import iron from places where coal was plentiful and cheap. In textiles, France specialised in quality cloth, such as the production of high-quality silk in Lyon.

France adopted electrical technology far more quickly than most other countries. Hydroelectricity from generators in the Alps allowed eastern regions of France to develop industries that required large amounts of energy but were also clean.

**SOURCE 1** Map showing some of the key industrial areas of continental Europe and the early development of railways



## 1a.10.3 The United States

### Two different economies

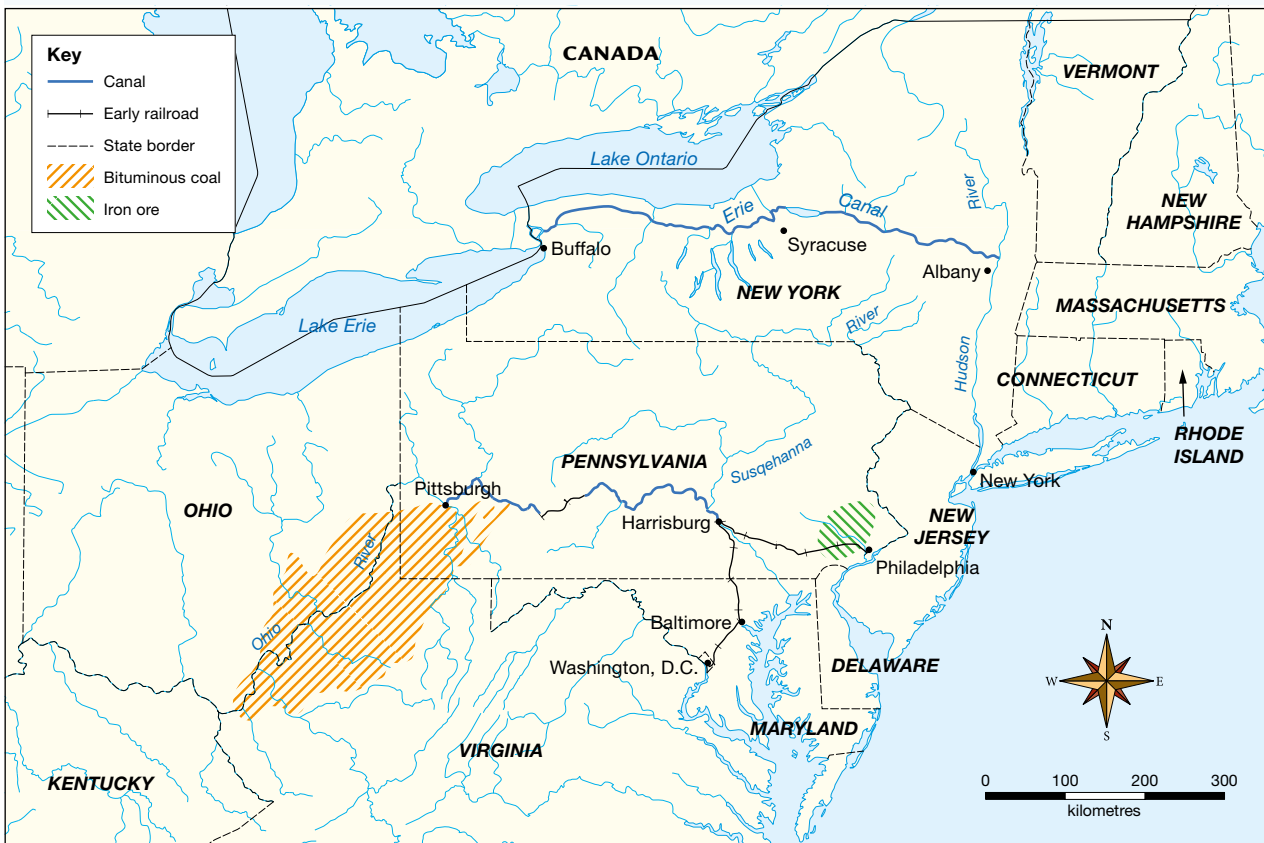
In the United States the economy of the northern states developed quite differently to that in the south. Apart from the issue of slavery itself, this was a major factor in the Civil War between the north and south in 1861–65.

From the late 1700s onwards, southern states moved from tobacco production to cotton plantations to supply the rapidly growing market in England and, as American settlement moved further west, more cotton fields were established. Because African slave labour was so cheap, there was little need to mechanise and the whole industry became dependent on the continued use of slaves.

In the north, industrial development began in the state of Pennsylvania with the production of iron as early as the 1720s, while America was still a British colony (see **Source 2**). Pennsylvania had rich deposits of iron ore around Philadelphia and good-quality bituminous coal around Pittsburgh in the west. The growth of the railways created a demand for coal but also made it possible to bring together coal from one source and iron ore from another.

The widespread presence of coal and iron, and a growing migrant workforce from Ireland and Europe led to rapid industrial development. By 1914, the United States produced half as much coal and more steel than Great Britain, France, Germany and Austria-Hungary combined.

**SOURCE 2** The north-eastern states — birthplace of the Industrial Revolution in the United States. This map shows the early canals and railroads in these states.



## Transport

For American industry to develop, the problems of transport over distances far greater than in European nations had to be overcome. The answer lay in the vast river systems of the United States, primarily those flowing east into the Atlantic Ocean, and the inland system of the Mississippi flowing south, with rivers like the Ohio and Missouri flowing into it. These rivers were too wide for horse-drawn barges, so the Americans were quick to introduce steam transport to the rivers.

The first regular service was on the Hudson River in 1807 with Robert Fulton's *Clermont*. It was a flat-bottomed, 1000-ton ship powered by two paddlewheels, driven by a low-pressure steam engine, based on the models of James Watt. It was fuelled by wood and travelled at about eight kilometres per hour, which was twice walking speed.

**SOURCE 3** An extract from Robert Fulton's letter to friends in Paris (written in 1805, during the Napoleonic wars)

Friends of the art, — I send you here with drawings sketched from a machine that I have constructed, and with which I purpose soon to make experiments in causing boats to move on rivers by the aid of fire-pumps (pompes-a-feu). My first aim, in occupying myself with this idea, was to put it in practice on the long rivers of America, where there are no tow-paths, and where these would scarcely be practicable, and where, consequently, the expenses of navigation by steam would be placed in comparison with that of manual labour, and not with that of horse-power, as in France.

Steam boats for use on the Mississippi River had to be specially designed to handle the often shallow water. There was no room in the hull for the engine, so two high-pressure steam engines, one for each paddle wheel, were built on the deck, while another deck was built above this for the pilot.

There was no link between the inland river systems and the east coast until the building of the Erie Canal, which linked New York with the city of Buffalo on Lake Erie (see **Source 2**). Building of the canal commenced in 1817 and it opened in 1825. It was about 590 kilometres long and there were 32 aqueducts, crossing rivers and valleys. The canal played an important role in the development of New York as a major US city. Further canals were built in the north-eastern states over the next 25 years, but these were soon superseded by the rapid development of railways.

Most of the railways in the United States were built by private enterprise, but with charters from the state governments that gave them some rights to purchase land, even if the owner objected. The earliest railways were built in Maryland and, between 1827 and 1835, tracks were built west to join up with the Ohio River, and south to Washington, DC. Over the next 30 years the railway network grew rapidly, and in Utah in May 1869 a line from the west linked up with a line being built from the east to create a trans-continental line linking California in the west with New York in the east.

The United States began manufacturing their own steam engines, and the most important company was the Baldwin Locomotives Works established in Philadelphia, Pennsylvania, in the 1830s. As well as providing locomotives for the major American railroads, they exported locomotives to England, France, India and Egypt.

**SOURCE 4** A Mississippi steam boat



## 1a.10 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. What features did Belgium have in common with Britain that made rapid industrialisation possible?
2. Although Germany had iron and coal resources, what held it back from industrialising in the first half of the nineteenth century?
3. Why did France follow a different path to industrialisation to that of the other countries?
4. Why did the United States move quickly to steam-powered boats rather than barges?
5. What advantages did the state of Pennsylvania have in the early stages of the Industrial Revolution in the United States? Consider both its location and its resources.

### Develop source skills

6. Use **SOURCE 1** to answer the following questions.
  - (a) In which two countries were the coal and iron deposits closest together?
  - (b) In which two countries did production of textiles become a major industry?
  - (c) What evidence does the map provide that, in the early days of rail, rivers still remained an important means of transport?



7. Use **SOURCE 2** to answer the following questions.
- (a) Why was the Erie Canal, in conjunction with the Hudson River, so important for the development of New York as a major city?
  - (b) What advantages did the state of Pennsylvania have for industrial development?
  - (c) Name the major cities that were linked by rail.
8. Use **SOURCE 3** to answer the following questions.
- (a) What source of power would steam power have to compete with in Britain and France?
  - (b) Why wasn't this a factor in the United States?
  - (c) Where do you think the idea of a water wheel for powering boats came from? What more efficient method was developed later for large ships?

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Deepen and check your understanding of the topic with the following resources and auto-marked questions:

🔍 **Industrial Revolution**

# 1a.11 Review

## 1a.11.1 Review

### KEY TERMS

**agricultural revolution** a significant change in the manner in which a society uses land for food production

**cottage industry** the production of goods or materials by a family working at home

**enclosure** the consolidation of open fields into single farms, owned by one farmer, and fenced off from neighbouring land

**fallow** land left idle without the planting of a crop

**Industrial Revolution** a change in technology that transformed the way people worked and lived

**lock** an enclosed portion of a river with gates at each end, allowing water to flow in to raise boats, or flow out to lower boats

**middle class** a social class between the aristocracy and working class; the new middle class played a key role during the Industrial Revolution

**subsistence** describes farming or food gathering that provides only enough to satisfy the basic necessities of life

## 1a.11 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

## learnon ONLINE ONLY

1a.11 Activity 1: Check your understanding

1a.11 Activity 2: Practise your historical skills

1a.11 Activity 3: Multiple choice quiz

Go online to access additional end of topic resources such as interactivities and printable worksheets.

## Practise your historical skills

### Comprehension: chronology, terms and concepts

1. Below is listed a series of events that took place during the Industrial Revolution.

(a) Write each event on a small card.

- Passenger and goods trains driven by steam locomotives
- Fashionable shops with plate-glass windows
- Improvements in farming methods
- Machines used to spin cotton
- Improvements in breeding stock
- Canals built
- Flying Shuttle used in weaving
- Heat pumps used in coalmines
- Mills built to house machinery
- Enclosure of open fields

(b) Place your events on a sheet of paper in landscape format in chronological order with the earliest events on the left and the latest events on the right. Draw arrows between events that are related. Arrange the events so that it is easy to do this and then paste down the cards and draw in the arrows to create a flow chart.

(c) Use this flow chart to write 100 words on how the Industrial Revolution developed in England.

### Analysis and use of sources

**SOURCE 1** Extracts from Daniel Defoe's 1722 publication *Tour through the Eastern Counties of England*

**Stratford:** [In the last 'twenty or thirty years' the Village has] more than doubled in that time; every vacancy filled up with new houses ... generally speaking, of handsome, large houses, from 20 pounds a year to 60 pounds, very few under 20 pounds a year; being chiefly for the habitations of the richest citizens ...

**St Edmunds:** The only trade carried on was spinning and its industry depended on the gentry ...

[The river was small but engineers] made this river navigable to the said Mildenhall, from whence there is a navigable dyke, called Mildenhall Drain, which goes into the River Ouse, and so to Lynn; so that all their coal and wine, iron, lead, and other heavy goods, are brought by water from Lynn, or from London, by the way of Lynn, to the great ease of the tradesmen.

**Norwich:** [Based on the number of looms a weaver calculated that] There were 120 000 people employed in the woollen and silk and wool manufactures of that city only; not that the people all lived in the city.

[Increasing imports of calico (cotton cloth) were seen as a threat to the wool and silk industries so after Parliament passed laws in 1720 and 1721] prohibiting the use and wearing of calicoes, the stuff trade revived incredibly; ... the manufacturers assured me that there was not ... any hand unemployed, if they would work; and that the very children, after four or five years of age, could every one earn their own bread.

**Yarmouth:** [The merchants traded pickled herring with] Genoa, Leghorn, Naples, Messina, and Venice; as also to Spain and Portugal, also porting with their herring very great quantities of worsted stuffs, and stuffs made of silk and worsted, camblet....

They have also a considerable trade to Norway and to the Baltic, from whence they bring back deals and fir timber, oaken plank, barks, spars, oars, pitch, tar, hemp, flax, spruce canvas, and sail-cloth ... where they build a very great number of ships every year.

[A storm around 1692 destroyed many boats in] a fleet of 200 sail of light colliers (so they call the ships bound northward empty to fetch coals from Newcastle to London)

**Cambridge:** Defoe describes the products of a Fair near Cambridge:

[There are] all sorts of wrought-iron and brass-ware from Birmingham; edged tools, knives, etc., from Sheffield; glass wares and stockings from Nottingham and Leicester; and an infinite throng of other things of smaller value every morning.

To attend this fair ... there are sometimes no less than fifty hackney coaches which come from London, and ply night and morning.

2. Daniel Defoe (c.1660–1731), the author of *Robinson Crusoe*, was also a journalist. In his *Tour through the Eastern Counties of England* (1722), he describes England on the brink of the Industrial Revolution.

(a) What does **SOURCE 1** tell us about (i) population and (ii) wealth in this period?

(b) What was the major 'trade' in St Edmunds and who bought its products?

(c) What important later development of transport is described here in an early form?

- (d) At what age were children being employed?
- (e) List the places Yarmouth traded with and the goods they exported. Why was Yarmouth in a good position to do this?
- (f) Why did so much wood have to be imported?
- (g) What changes in London made so much coal necessary?
- (h) List the industries that were already operating before the Industrial Revolution.
- (i) Where did the buyers of these goods come from?

## Perspectives and interpretations

3. Different people in England experienced the Industrial Revolution in different ways, and some of these contrasts can be seen by comparing the depiction of London slums shown in **SOURCE 1** in subtopic 1a.9 with **SOURCE 2** in this subtopic.

- (a) For each image, make a list of words that could be used to describe it. You may refer to: colours; shades of light and darkness; moods and feelings; attitudes to the changes that were being brought about.
- (b) Using your words from part (a), write a paragraph about each illustration that describes (i) the impression it makes and (ii) how the artist has conveyed this impression.

**SOURCE 2** An 1831 artwork by T.T. Bury showing a train passing over the original Sankey Viaduct, built by George Stephenson and opened in 1830. The viaduct crossed the Sankey Canal, one of the first major canals of the Industrial Revolution.



## Empathetic understanding

4. *The Water Babies* was a serial published in 1862–63 that described the life of a young chimney sweep. It played a large part in changing the laws on child labour. You can find *The Water Babies* online at Project Gutenberg. Read the first few paragraphs of chapter one and then rewrite this as if you are Tom, the chimney sweep, telling your own story.

## Research

5. You are going to explore the following question: In what ways was Australia's development in the nineteenth century affected by the Industrial Revolution?

Find evidence from primary and secondary sources to answer the following sub-questions:

- What materials did Australia provide to meet Britain's needs?
- What items did Britain export to Australia?
- Did Australia develop its own industries in the nineteenth century? Why or why not?

## Explanation and communication

- 6. Locate the places mentioned in **SOURCE 1** on a map of England.
- 7. Use material in the sources throughout this topic as well as your own knowledge to describe the important factors in England in the 1720s that were to have an influence on the Industrial Revolution. These include:
  - (a) rise in population and wealth
  - (b) demand for consumer goods
  - (c) relevance of the textile industry
  - (d) increasing role of coal/shortage of wood
  - (e) Britain's overseas trade.

# TOPIC 1b

## Movement of peoples

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### 1b.1 Overview

Numerous **videos** and **interactivities** are embedded just where you need them, at the point of learning, in your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). They will help you to learn the content and concepts covered in this topic.

#### LEARNING OUTCOMES

In this topic students will investigate:

- The influence of the Industrial Revolution on the movement of peoples throughout the world, including the transatlantic slave trade and convict transportation **1b.2**
- The experiences of slaves, convicts and free settlers upon departure, their journey abroad, and their reactions on arrival, including the Australian experience **1b.3, 1b.5, 1b.6**
- Changes in the way of life of a group(s) of people who moved to Australia in this period, such as free settlers on the frontier in Australia **1b.5, 1b.6, 1b.7**
- The short- and long-term impacts of the movement of peoples during this period **1b.4, 1b.7, 1b.8**

#### 1b.1.1 Introduction

The movement of large populations of people around the world began during the early modern era. The Industrial Revolution transformed daily life and broadened the horizons of ordinary people. Steam engines now powered the boats and trains that could move people and their goods cheaply and quickly. New countries and cultures were created as the European empires grew, and with increasing contact between the peoples of Europe, Africa and the Americas. This was followed by waves of immigration, as generations of Europeans followed the global sea routes to settle in distant lands such as Australia, New Zealand and Canada. This movement of peoples established the foundation for the creation of the nations of our modern world.

The story of the mass movement of people around the world began with slavery, the terrible trade in human life. In the eighteenth century the most travelled group of people in the world were the Africans bound for the slave markets of the Americas. The growth of the European empires in the Americas was the driving force behind this forced migration across the Atlantic Ocean. The criminals of Britain and the poorest people of Europe were the next group of migrants to embark on journeys across the world.

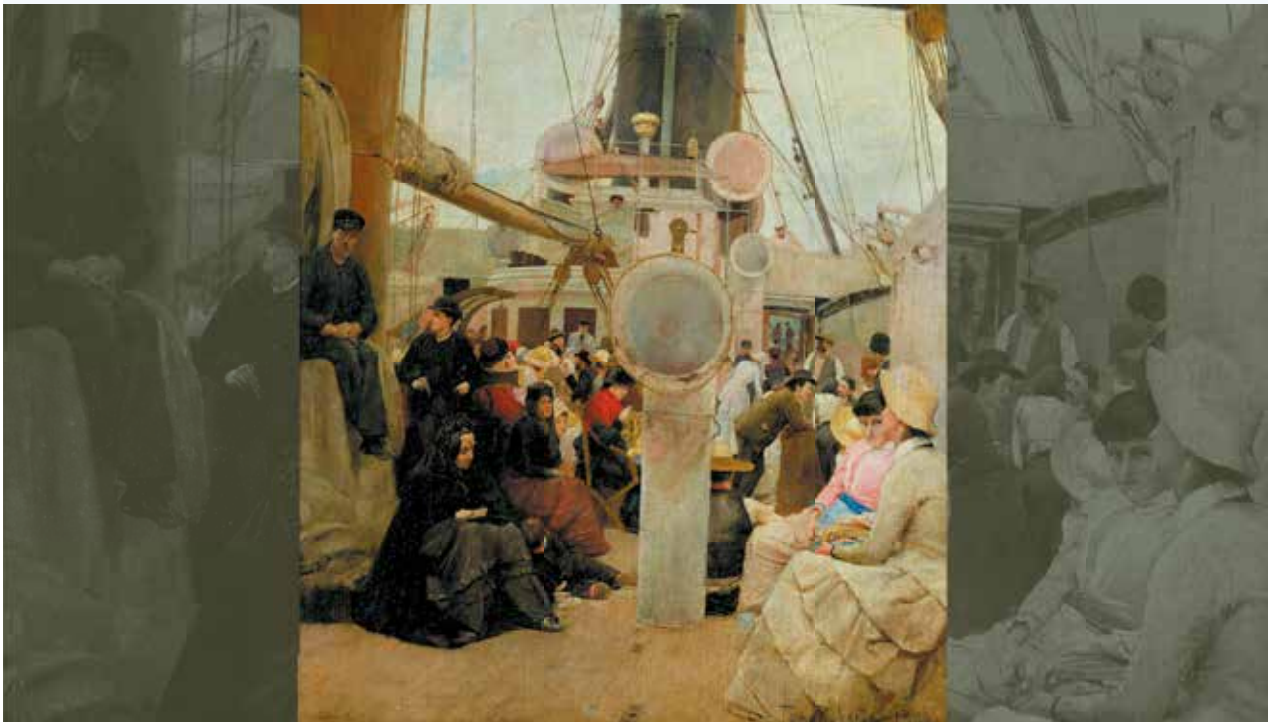
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Watch this eLesson: Movement of peoples (eles-2394)



**SOURCE 1** The story of the movement of peoples that created the modern world as expressed in Tom Roberts's 1866 painting, *Coming South*



### Starter questions

1. **SOURCE 1** is a painting by Tom Roberts depicting people journeying on a ship. Choose two people from the scene and imagine why they are on this journey.
2. Do you think that the people on this boat are happy to make this journey? Give reasons for your answer.
3. Compare this picture with the nineteenth-century drawing showing the packing of slaves onto transportation ships (**SOURCE 4**, subtopic 1b.3). List how the slaves' journey is similar to and different from those in the **SOURCE 1** image.
4. How might travellers today differ from those in the two sources, and what might they have in common with them?

## 1b.2 Influence of the Industrial Revolution

### 1b.2.1 Impact of the Industrial Revolution on the movement of peoples

The Industrial Revolution began in eighteenth-century Britain. By the nineteenth century it was changing the lives of ordinary people. The major characteristics of the Industrial Revolution were:

- the use of machinery for making goods
- the growth of factory towns.

Steam engines powered the machinery used in coalmines and in factories producing textiles and iron. Factory towns grew around the manufacturing area and regions where raw materials could be obtained. Life changed as people sought employment in the factory towns.

The Industrial Revolution brought Europe great change and progress, but also hardship. The growth of the factory system in Britain put many people out of work. For example, before the Industrial Revolution, textiles were produced by handloom weavers working in their homes. The technology of their spinning wheels and looms was simple and so their output was low. Textiles were now mass-produced using spinning and weaving machines that were powered by steam engines. Far less labour was now needed to produce much greater quantities of cloth.

**SOURCE 1** Heavy clouds of black smoke billowing from the factories of nineteenth-century Britain point to the cost of the progress that came with the Industrial Revolution. The working classes were crowded into factory towns and forced to endure unhealthy living and working conditions.



### 1b.2.2 Impact of the revolution in agriculture

Changes to agricultural production and the organisation of farming land brought further change to eighteenth-century Europe. From the time of the arrival of the Saxons in England, in the fifth century CE, farmers had used a three-field system of agriculture. Two fields were cultivated, leaving one-third of the land uncultivated. This allowed the soil in the uncultivated field to be rested, so it could regain fertility. Each village also had common land, called the common. The common belonged to the whole village and was often used only as a place to gather firewood or graze animals in summer.

From the sixteenth century onwards, wealthier farmers began a movement to have the common land shared and divided between village members. The British Parliament passed legislation called Enclosure Acts forcing farmers to divide the common. The Acts gave farmers a right to put an 'enclosure' around their allocated plot of common land to show ownership. Wealthier farmers often received much larger portions of the common than their poorer neighbours. The new fenced farms brought an end to the old three-field system and the beginning of modern commercial farming methods.

**SOURCE 2** An eighteenth-century opinion of the impact of the Enclosure Acts on the poor of rural England

The practice of inclosing common fields, has been pursued with unremitting ardour for about sixty years last past, under the specious pretence of improvement, but in fact to the great injury of the public in general, and the utter ruin of thousands of individuals in particular ...

The young that are left to be brought up in those parishes are, when grown to maturity, obliged to pursue the same course, or join their fellow-parishioners ... in forming troops of the most abandoned thieves that ever disgraced any civilized country, and glut the gallows with food, and freighting our ships to the coast of Africa at every returning session, and leaving at the same time a crowded prison to be disposed of in the same manner, or for ballast heaving on the river Thames ...

Farming became more scientific and large farms more productive. Farmers began to explore new farming ideas:

- crop rotation, drainage and manuring to help maintain soil fertility
- animal breeding to improve quality of wool or meat
- machinery to sow and harvest crops.

British agriculture was now able to support a larger population, which was increasingly moving to the industrial towns. Farming efficiency also reduced the number of labourers needed to work a farm, and the wages that they were paid.

### 1b.2.3 Transportation and migration

The Enclosure Acts and the Industrial Revolution drove country people to the cities in the search for new forms of work. The population of Britain grew and the cities became more crowded. Conditions in the city deteriorated as streets were filled with garbage and **sewage**, and disease spread. The difference between the lives of the privileged rich and the despairing poor was probably greater at this time than any other period in British history. Approximately one-tenth of the English population, and one-quarter of the Irish population, were **destitute**.

#### Convict transportation

Without jobs or a future many people turned to crime. Their choice was between stealing or starving. At this time there was no organised police force and no real way of managing the serious social problems of eighteenth- and nineteenth-century Britain. The British government responded to the crime wave by sentencing more criminals to death. Executions were carried out in public to act as a reminder to criminals of what would become of them if caught. By the early nineteenth century there were 200 different crimes punishable by death.

The other major form of punishment was transportation. Most of the convicts were people who had been found guilty of theft. After being sentenced to transportation, prisoners were chained in rat-infested convict ships, called hulks, until space was available on seaworthy transport vessels that would carry them across the globe.

During most of the eighteenth century, prisoners were usually transported to the Americas. The British government sold their convict labour to the American planters as a punishment, which also earned Britain money. The use of this criminal workforce in the Americas was disrupted by the revolution of 1776. Britain's crushing defeat in the American War of Independence brought an end to North America as Britain's criminal dumping ground.

**SOURCE 3** The 1751 painting *Gin Lane* by William Hogarth showed the violence and poverty of life in the streets of the late eighteenth-century slums of England's cities.



#### RETROFILE

Children as young as six years of age mined the coal that was driving the engines of the Industrial Revolution and worked the factory mills that produced the cloth. Children continued to toil in the British mines until 1860.

The British government began a plan to ship her criminals to West Africa. Many were transported in leg irons on slave ships, bound for Africa's coastal slave forts. Convicts were sent to West Africa to then work as convict-soldiers, assigned to guard captive Africans waiting to be sold into slavery. In 1781 murder and mutiny destroyed Britain's West African plan for her banished criminals. The British government then decided to transport her convicts to the distant shores of the great south land, Australia.

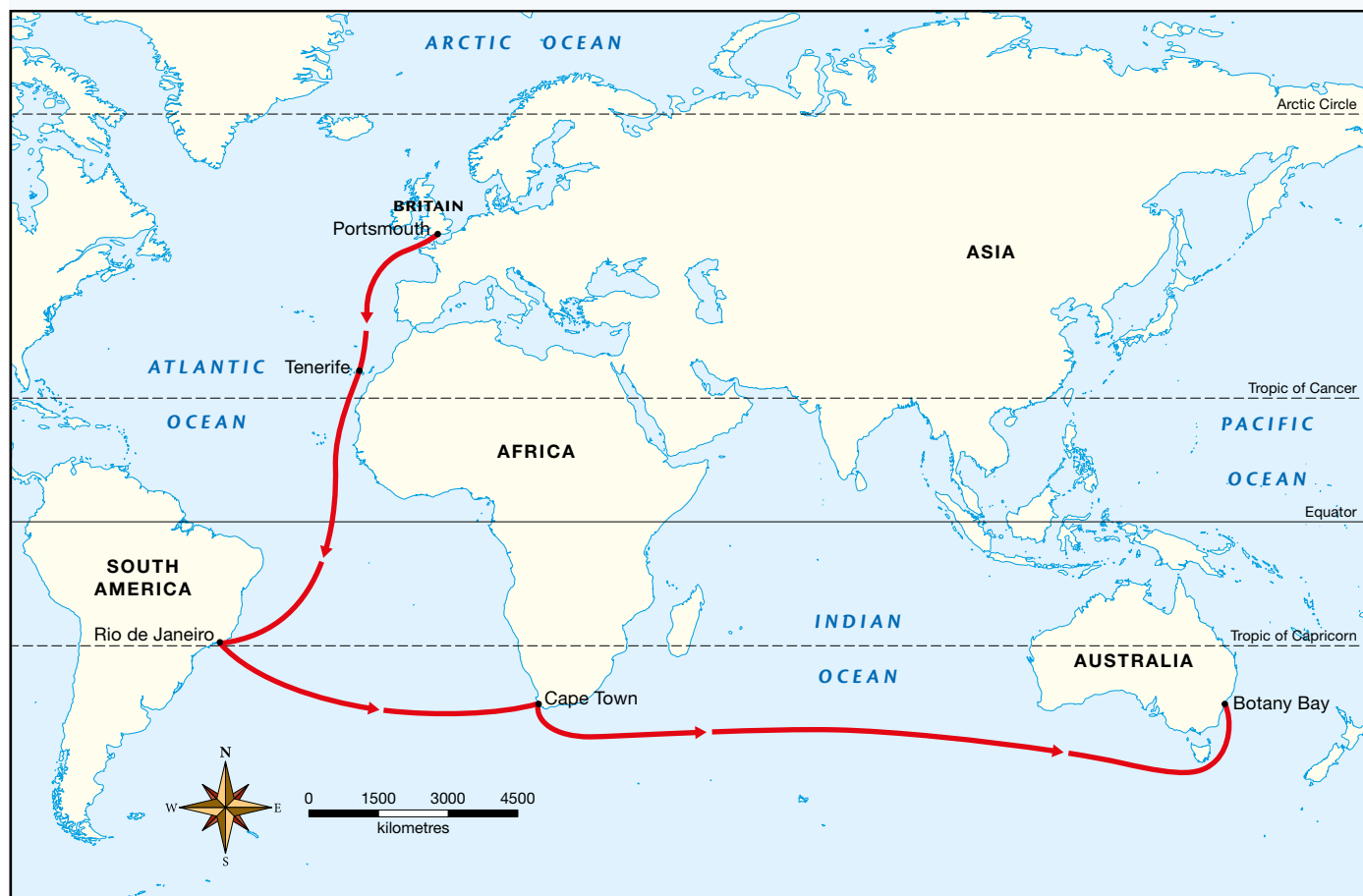
### RETROFILE

In 1801 a thirteen-year-old boy was hanged for the theft of a spoon, and in 1816 a ten-year-old boy was hanged for shoplifting.

### Free settlers — migration to Australia

The hardships of Industrial Revolution Britain created crime and a constant supply of convicts for transportation to Australia. It also created a large number of potential migrants. Hardship pushed people to look to the world beyond for the opportunity to build a better way of life. The government of the penal colony encouraged free settlers to make the long journey halfway around the world. Within five years, free settlers were arriving in the colony. They were given land grants by the governor and the use of convict labour to farm their properties. Between 1830 and 1850 over 200 000 people made the journey to Australia. They came of their own choice, and they came to stay.

**SOURCE 4** Map showing the route taken by the First Fleet. The fleet of 11 ships departed from Portsmouth, England on 13 May 1787. The ships sailed into Botany Bay on 18 January 1788, before arriving at Sydney Cove on 26 January 1788.





**SOURCE 5** In 1819 the explorer and politician W.C. Wentworth wrote a book about the colony. In his book he set out his vision of Australia and the opportunities offered to free settlers in the new land.

That the skilful farmer would be enabled to obtain an independent and comfortable subsistence is, however, indubitable; and the larger his family, provided they were of sufficient age to afford him an effectual co-operation, the greater would be his chance of a successful establishment. Hundreds of this laborious class of people, who in spite of unremitting toil and frugality, find themselves every day getting behind-hand with the world, would undoubtedly better their condition by emigrating to this colony, if there were only a probability that they would be enabled to go on from day to day as they are doing here. In this country they are at best but tenants of the soil they cultivate; whereas there they would be proprietors, and the mere advance which would be taking place in the value of their farms, would before many years not only render them independent but even wealthy ...

For the artisan and mechanic, who are skilled in the works of utility, rather than luxury, there is, as it has been already remarked, no part of the world, perhaps, which affords an equal chance of success. To any, therefore, who have the means of transporting themselves and families to this colony, the removal would be in the highest degree advantageous. They could not fail to find immediate employment, and receive a more liberal return for their labour, than they would be able to procure elsewhere. The blacksmith, carpenter, cooper, stone-mason, brick-layer, brick-maker, wheel and plough-wright, harness-maker, tanner, shoe-maker, taylor, cabinet-maker, ship-wright, sawyer, &c. &c. would very soon become independent, if they possessed sufficient prudence to save the money which they would earn.

The advantages, however, which the colony offers to this class of emigrants, great as they undoubtedly are, when considered in an isolated point of view, are absolutely of no weight when placed in the balance of comparison against those which it offers to the capitalist, who has the means to embark largely in the breeding of fine woolled sheep.

## 1b.2.4 The slave trade

Sixteenth-century Europe established a global trade network. This international trade made it possible for valuable products such as **maize**, sugar, silver, coffee, tobacco and cotton to be purchased in European marketplaces. Europeans were at the centre of this world trade because they built great ocean-going fleets of trade ships, and they controlled the vast plantations and mines producing these valuable goods.

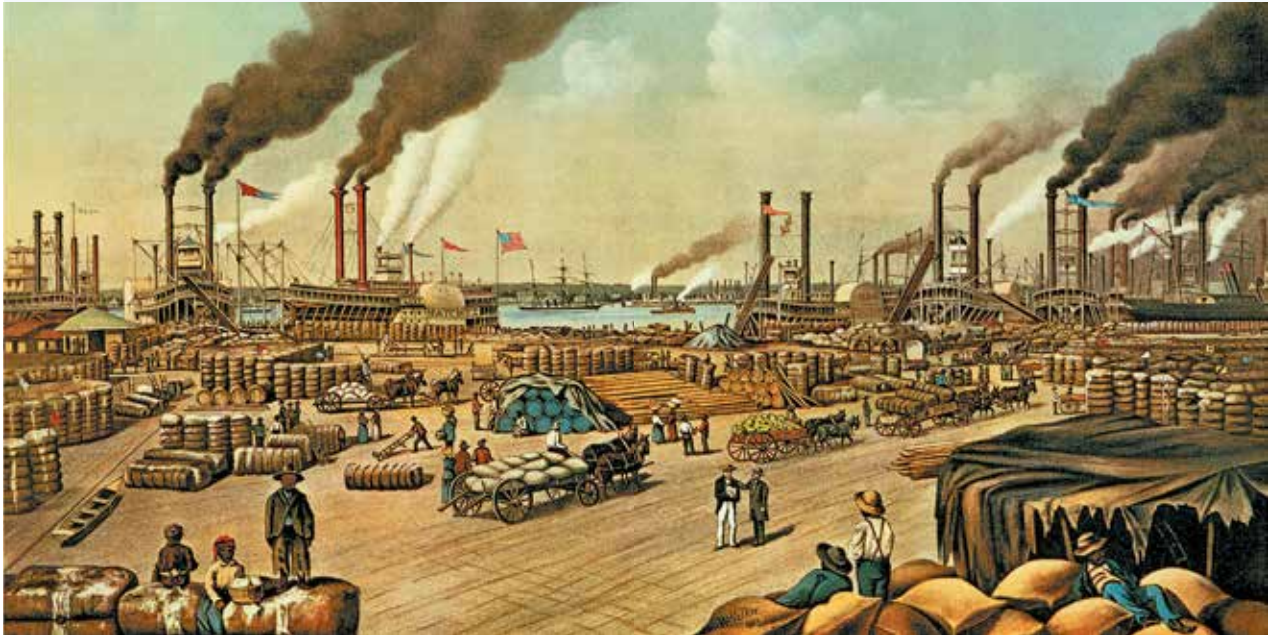
The Spanish were the first Europeans to take land in the Americas for mining and farming. Sugar was in great demand in Europe and so planters established vast holdings in the Caribbean and South America. Plantation work was long and hard. Native Americans died in their millions from the unhealthy conditions they worked under, and from the effects of the diseases spread by the European settlers. The Spanish and Portuguese colonists looked for alternative sources of labour and found African slaves who could meet the demands of American agriculture and mining. The slave trade to the Americas was pioneered by the Portuguese who used African slaves on their plantations in the Cape Verde Islands, off the coast of west Africa, and in the Madeira Islands located in the Atlantic. The British soon joined the slave trade because of the huge profits that could be made.

By the eighteenth century the cheap labour provided by millions of African slaves was allowing Europeans to prosper. Slave traders were among the richest people in eighteenth-century Britain.

**SOURCE 6** Slaves working in diamond mining in Brazil



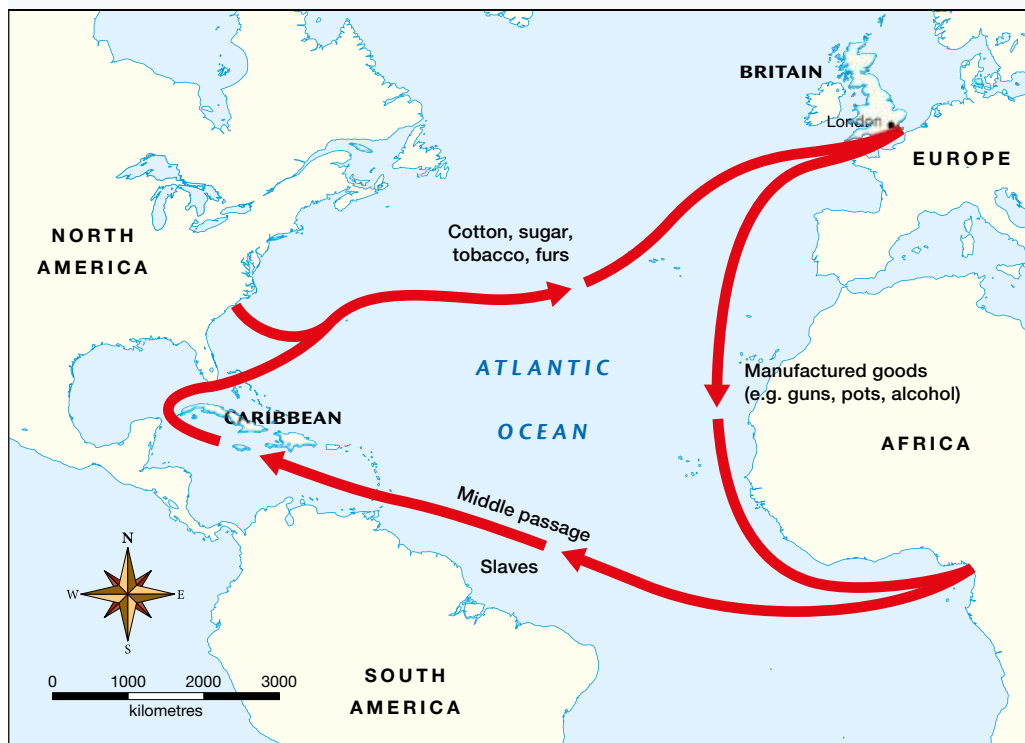
**SOURCE 7** Cotton produced by slaves on the plantations of North America was loaded onto ships for transport to the cotton mills of Europe.



## The Triangular Trade

As the numbers of European settlers across the Americas steadily increased, the 'Triangular Trade' developed (see **Source 8**). Ships laden with European goods sailed to Africa, collected a cargo of slaves and then sailed back to Europe with valuable American trade goods such as sugar and cotton. The Atlantic crossing between Africa and the Americas was called the Middle Passage.

**SOURCE 8** Map showing the movement of slaves out of Africa



## RETROFILE

Technology developed in the Industrial Revolution made slave labour even more productive:

The development of the steam engine increased the efficiency of sugar plantations in Cuba, as horses were replaced by machinery. The sugar mills operated non-stop, and were worked by slaves on 18-hour shifts.

## Slaves to industry

The wealth from the slavery of the American plantations helped to build the Industrial Revolution in Great Britain. Much of the British technology that changed the world was developed from the profits made by slave traders. At the beginning of the nineteenth century, the British government received millions of pounds in revenue from the slave trade, and the taxes and duties that accompanied it.

The goods produced by approximately six million slaves working the fertile soils of America, Cuba and Brazil continued to stimulate the commercial growth of Europe. By the end of the eighteenth century, approximately 60 000 slaves were transported each year to the Americas. Two and a half million slaves were employed at any one time in the production of sugar, tobacco and cotton.

In 1807 the British Parliament passed an act making it illegal for British ships to carry slaves, or for British colonies to import slaves. Despite the **abolition** of slavery, the profits from the trade continued to flow into the marketplaces of Britain. The southern states of America depended on the wealth that came from slave labour for their development, and refused to abolish the slave trade. Spain and Portugal also refused to abolish slavery and so the trade continued until the end of the nineteenth century.

**SOURCE 9** Extract from *Empires in World History*, Jane Burbank and Frederick Cooper, p. 447

Slaves bought in Africa produced sugar on plantations in the Caribbean that fed people in Europe, including by the eighteenth century workers who were making England's industrial revolution and providing goods that people across the world wanted to buy.

## RETROFILE

English planters made their fortunes in the colonies and then returned to Britain and a life of luxury:

- William Beckford was a plantation owner in Jamaica. Upon his return to Britain he became the Lord Mayor of London, known for his lavish dinner parties.
- Famous businesses such as *Barclays Bank* and *The Phoenix Insurance Company* were established from profits from slave plantations.
- Britain's Prime Minister Gladstone invested the wealth made from his plantations to build his trade empire, which included the Liverpool to Manchester railway.
- London slave traders invested their fortunes in the newly developing industries, such as the manufacturing of textiles. During this period the city of Manchester became known as *Cottonopolis*, the city of cotton, because of the huge quantity of fabric manufacturing.

## 1b.2 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. Briefly explain why the Industrial Revolution brought both hardship and progress.
2. Imagine that you are a wealthy British landowner. Explain why you have pushed for Parliament to pass the Enclosure Acts.

3. Write a short response to the wealthy landowner from the perspective of a poor farmer.
4. Imagine that you are a slave trader. Write a speech that you can present to the British Parliament explaining why the Triangular Trade should be allowed to continue and the importance of slavery to Britain.

## Research and communicate

5. Compile some of your own images and accounts of the Industrial and Agricultural Revolution to support a one-page written description of how the changes affected the lives of British people.
6. Refer to the sources and text to design a poster advertising the advantages of life in New South Wales for those willing to make the journey as free settlers.
7. Research the invention of the modern cotton gin by Eli Whitney in 1793 and then write a report on the impact of Industrial Revolution technology on slavery.

## Develop source skills

8. The **SOURCE 1** artist created an image showing the impact of the Industrial Revolution on Britain. Working in pairs, analyse the source to identify the key features of the painting. Write a short description of what you think the artist's message is and how the ideas have been visually communicated.
9. Explain what the **SOURCE 2** author believes are the effects of the Enclosure Acts on Britain.
10. **SOURCE 3** illustrates some of the social problems the British were forced to confront during the eighteenth and nineteenth centuries. Identify the troubling features of life shown in the source and then write some annotations to explain the usefulness of this source for students studying the impact of the Industrial Revolution. Take note of the details, such as the three balls hanging from the pole indicating a **pawnbroker's** shop below.
11. Refer to **SOURCE 4** to answer the following questions.
  - (a) Which country were convicts sent from and what was their destination?
  - (b) What do you think would have been the difficulties of a journey of this length?
12. What argument does W.C. Wentworth put forward in **SOURCE 5** to encourage the movement of free settlers to Australia?
13. Suggest why the government of the colony would have wanted to attract free settlers to New South Wales.
14. How important does **SOURCE 6** suggest slavery was to building European wealth in the Americas?
15. Describe the scene depicted in **SOURCE 7** then explain how the source provides evidence of the importance of cotton production to the newly developing economy of North America.
16. Refer to the text and **SOURCE 8** to answer the following questions.
  - (a) What was the Triangular Trade?
  - (b) What destinations were African slaves transported to?
17. Draw up a flow chart summarising the **SOURCE 9** explanation of the place of slavery in world trade.

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Complete this digital doc: Worksheet 1b.2 Analysing statistics (doc-23107)

# 1b.3 Experiences of slaves

## 1b.3.1 The slave trade — 'a great disaster'

In the Swahili language the slave trade is called *Maafa*, meaning 'a great disaster'. Four hundred years of slavery across four continents destroyed millions of African lives. The African kings supplying slaves to Europe built their fortunes from the trade. The slave trade encouraged Africans to go to war against each other, as kingdoms like the Ashanti and Oyo conquered their neighbours and sold them. Coastal tribes scattered as people fled from the fighting and the fear of capture.

The number of Africans who died as a result of the slave trade is unknown. Historians believe that the casualty count would exceed the number of people who actually became slaves. Africans died when they were captured, died when they were held in 'factories' awaiting transportation, died when they were packed into filthy conditions onboard the slave ships and died when they arrived in



the seasoning camps before being sold at the slave markets. On becoming slaves they died from overwork, poor nutrition, beatings and the common European diseases that Africans had no natural immunity to.

### The slave traders

In 1444 the first Africans to be brought to Europe as slaves were put on display in a marketplace in southern Portugal. Two hundred slaves, captured by **Berber** merchants, had been traded and transported to Europe. By the mid fifteenth century, nearly 1000 African slaves a year were being transported to Portugal. Gold and spices remained the most valued fifteenth-century trade items, but the demand for slaves was growing.

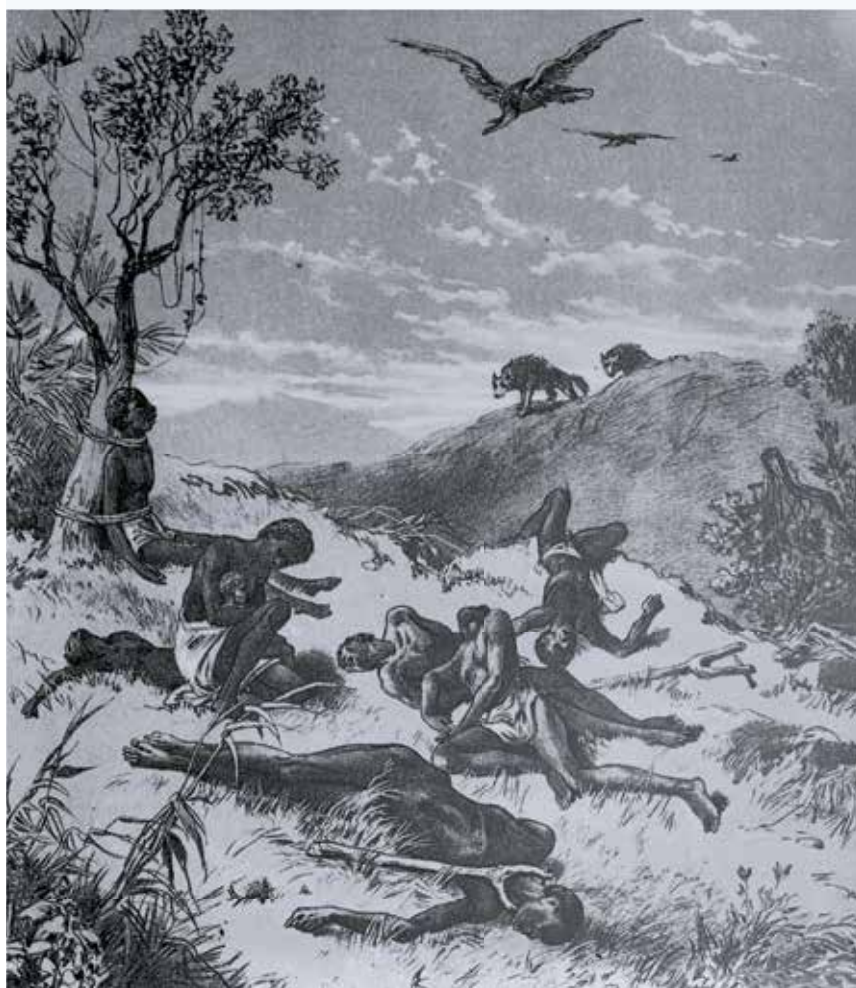
The wealth that came from slavery attracted traders from other European countries. The Dutch, British and French established their own trade stations in Africa, taking as many slaves as they could capture or buy from the powerful tribes — the Benin, Ashanti or Dahomey. Some African communities were forced to buy protection from more powerful neighbouring tribes by providing an annual human tribute to slave merchants.

Over 12 million Africans were transported to the European slave markets between the fifteenth and nineteenth centuries. The cruelty of slavery was discussed in Europe but the trade continued because it was argued that the wealth from slavery outweighed the evil.

Nearly 90 per cent of slaves transported to the Americas came from Africa's coastal regions, from the Guinea Coast to Angola. As the Industrial Revolution increased the demand for slave labour to work the mines and plantations of the Americas, the traders travelled deeper into Africa's interior. The traders particularly wanted healthy males between 14 and 35 years of age at the time of capture.

Before the sixteenth century the slave traders had mainly operated in the Islamic world of north Africa, but from the sixteenth century the slave traders captured Africans to work in the plantations of the Americas. Many African kings welcomed Europeans because they offered a new market for their slaves.

**SOURCE 1** Illustration of slaves left to die on the march to Africa's coastal slave markets, taken from the diaries of the explorer David Livingstone



**SOURCE 2** The cruelty and misery of slavery was expressed by Auguste-Francois Biard in his 1840 painting *The Slave Trade*.



### RETROFILE

Slavery was a part of African society before European contact. Various forms of slavery existed in Africa for 5000 years:

- In north Africa slavery was regulated by law, so that slaves had rights and status. By the tenth century CE, slaves from the 'land of the blacks' were transported across the Sahara to be sold in the slave markets of Tripoli and Cairo.
- Along the east African coast the Muslim merchants controlled an overseas slave trade. Slaves were purchased from village chiefs and sold at huge coastal marketplaces from where they were transported east and north. The biggest market was said to be in Zanzibar, where 20 000 people a year were sold and exported. Most worked as labourers in the fields, or were sent to the salt mines of the Persian Gulf.
- In west Africa slaves were a symbol of personal wealth and mainly used as farm labour. The children of slaves were separated from their parents and had no rights.

### 1b.3.2 Experiences of slaves—the journey from Africa

The slave journey from Africa to America was violent. The captives were chained and marched to the slave markets located on Africa's coast. They were then held in prison cells called *barracoons* until negotiations with European slave traders began. The barracoons were dark, damp prison cells that were often constructed under the ground. Many captives died under these conditions. Historians believe that approximately half of the Africans captured for the slave trade were dead before the arrival of the European traders. The survivors were paraded in marketplaces and publically examined for physical defects. They were stripped, shaved and branded before being herded onto the slave ships, known as *slavers*, for a journey across the Atlantic that took between one and two months.



**SOURCE 3** Description of the conditions onboard a slaver on a typical journey across the Atlantic Ocean

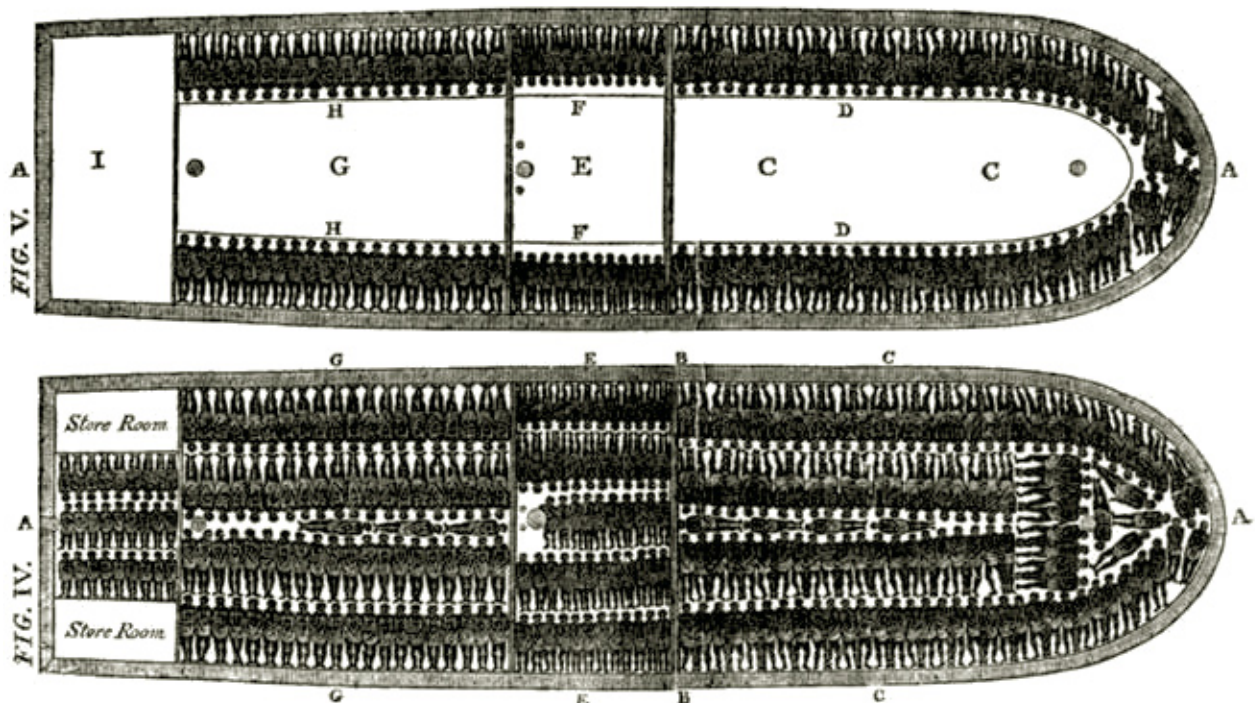
In each of the apartments are placed three or four large buckets ... to which, when necessary, the negroes have recourse. It often happens that those who are placed at a distance from the buckets, in endeavouring to get to them, tumble over their companions, in consequence of their being shackled. These accidents, although unavoidable, are productive of continual quarrels in which some of them are always bruised. In this situation, unable to proceed and prevented from getting to the tubs, they desist from the attempt; and as the necessities of nature are not to be resisted, they ease themselves as they lie. This becomes a fresh source of broils and disturbances and tends to render the conditions of the poor wretches still more uncomfortable. The nuisance arising from these circumstances is not infrequently increased by the tubs being much too small for the purpose intended and their being usually emptied but once every day ...

In most ships they are only fed with their *own food* once a day. Their food is served up to them in tubs about the size of a small water bucket. They are placed round these tubs, in companies of ten to each tub, out of which they feed themselves with wooden spoons. These they soon lose and when they are not allowed others they feed themselves with their hands. In favourable weather they are fed upon deck but in bad weather their food is given them below ...

Exercise being considered necessary for the preservation of their health they are sometimes obliged to dance when the weather will permit their coming on deck. If they go about it reluctantly or do not move with agility, they are flogged; a person standing by them all the time with a cat-o'-nine-tails in his hand for that purpose ...

Extracts from 'The ship doctor's narrative' in G.F. Dow, *Slave Ships and Slaving*, Marine Research Society, Salem, Mass., 1927, pp. 142–5.

**SOURCE 4** A nineteenth-century drawing showing the packing of slaves onboard transportation ships, from an anti-slavery book by Thomas Clarkson



**RETROFILE**

On a slave journey, up to 600 African slaves would be crammed into a space equivalent to the area occupied today by 20 passengers on a cruise ship.

Once on board, families were separated, as captives were divided according to gender. During the Middle Passage journey the men were usually chained together into the cramped and stifling heat of the cargo hold, while women and children were confined on deck. Men remained in filthy conditions with barely enough room to sit upright. The sick soiled themselves where they lay, men suffocated and disease spread.

Many Africans also died as a result of their resistance to slavery. A watchful eye had to be kept on slaves while they exercised on the decks of the transport ships to prevent them committing suicide by throwing themselves overboard. In some cases the slaves managed to revolt and take control of their ships.

Conditions on slavers improved at the end of the eighteenth century as the traders realised the delivery of a healthy cargo brought higher profit.

### RETROFILE

Sick slaves were commonly pitched overboard to stop further spread of disease. Slave traders claimed from insurance companies for the loss of profit resulting from the dead thrown overboard, but received no payment for slaves too sick on arrival to be of value in the marketplaces of the Americas.

In one notorious case, Captain Luke Collingwood murdered 133 slaves when he threw them overboard because he declared he was running out of fresh water supplies. Upon his return to Liverpool in England he made an insurance claim for the loss of slave sales profit.

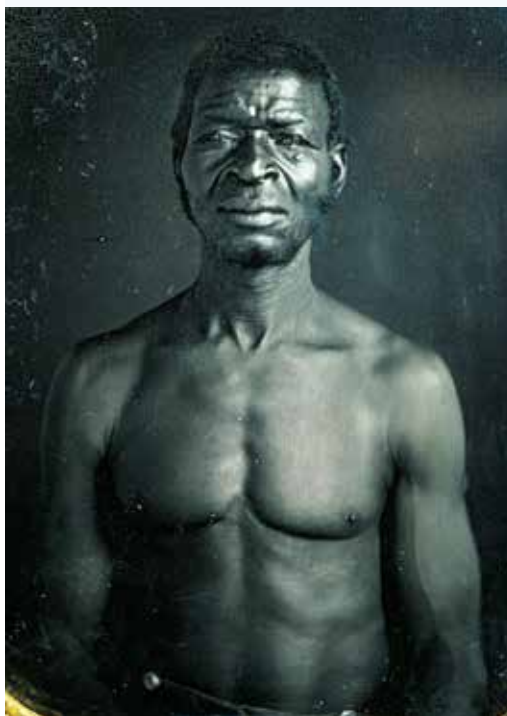
### 1b.3.3 Experiences of slaves — arrival in the Americas

Arrival in the Americas delivered Africans into a lifetime of captivity. From the marketplaces of the Caribbean, Brazil and North America they were inspected, auctioned and herded onto plantations and into mines. The first six months of a slave's life in the Americas was called the seasoning period. New diseases, poor nutrition, brutal working conditions and emotional trauma killed many Africans during their seasoning into the life of a slave. A steady supply of new slaves was needed to provide a large enough workforce for the Americas. At the end of the eighteenth century the price of slaves increased sharply. Slave owners responded by requesting more women be transported from Africa in an attempt to increase their slave numbers by encouraging the birth of slave children.

### 1b.3.4 The story of slavery in America's southern states

Slavery in North America was centred on the belief that European people were superior to African people. At no other time in world history had one race of people been exclusively selected for slavery. The call to revolution in America in 1775 was inspired by the belief that 'all men are created equal'. At this time slavery was legal in every one of England's 13 American colonies.

**SOURCE 5** One of the earliest surviving portraits of a slave, dated 1850. The scientist Louis Agassiz commissioned a series of portraits in his effort to promote his theory that racial differences were evidence of separate species.



Courtesy of the Peabody Museum of Archaeology and Ethnology, Harvard University, 35-5-10/53043



**SOURCE 6** The status of slaves in America's south is made clear in this listing of the property for sale from a deceased estate, as it appeared in the *Civil War Times* in 1852.

## Sale of Slaves and Stock.

*The Negroes and Stock listed below, are a Prime Lot, and belong to the ESTATE OF THE LATE LUTHER McGOWAN, and will be sold on Monday, Sept. 22nd, 1852, at the Fair Grounds, in Savannah, Georgia, at 1:00 P. M.*

*The Negroes will be taken to the grounds two days previous to the Sale, so that they may be inspected by prospective buyers.*

**On account of the low prices listed below, they will be sold for cash only, and must be taken into custody within two hours after sale.**

No.	Name.	Age.	Remarks.	Price.
1	Lunesta	27	Prime Rice Planter,	\$1,275.00
2	Violet	16	Housework and Nursemaid,	900.00
3	Lizzie	30	Rice, Unsound,	300.00
4	Minda	27	Cotton, Prime Woman,	1,200.00
5	Adam	28	Cotton, Prime Young Man,	1,100.00
6	Abel	41	Rice Hand, Eyesight Poor,	675.00
7	Tanney	22	Prime Cotton Hand,	950.00
8	Flementina	39	Cood Cook, Stiff Knee,	400.00
9	Lanney	34	Prime Cotton Man,	1,000.00
10	Sally	10	Handy in Kitchen,	675.00
11	Maccabey	35	Prime Man, Fair Carpenter,	980.00
12	Dorcas Judy	25	Seamstress, Handy in House,	800.00
13	Happy	60	Blacksmith,	575.00
14	Mowden	15	Prime Cotton Boy,	700.00
15	Bills	21	Handy with Mules,	900.00
16	Theopolis	39	Rice Hand, Gets Fits,	575.00
17	Coolidge	29	Rice Hand and Blacksmith,	1,275.00
18	Bessie	69	Infirm, Sews,	250.00
19	Infant	1	Strong Likely Boy	400.00
20	Samson	41	Prime Man, Good with Stock,	975.00
21	Callie May	27	Prime Woman, Rice,	1,000.00
22	Honey	14	Prime Girl, Hearing Poor,	850.00
23	Angelina	16	Prime Girl, House or Field,	1,000.00
24	Virgil	21	Prime Field Hand,	1,100.00
25	Tom	40	Rice Hand, Lane Leg,	750.00
26	Noble	11	Handy Boy,	900.00
27	Judge Lesh	55	Prime Blacksmith,	800.00
28	Booster	43	Fair Mason, Unsound,	600.00
29	Big Kate	37	Housekeeper and Nurse,	950.00
30	Melie Ann	19	Housework, Smart Yellow Girl,	1,250.00
31	Deacon	26	Prime Rice Hand,	1,000.00
32	Coming	19	Prime Cotton Hand,	1,000.00
33	Mabel	47	Prime Cotton Hand,	800.00
34	Uncle Tim	60	Fair Hand with Mules,	600.00
35	Abe	27	Prime Cotton Hand,	1,000.00
36	Tennes	29	Prime Rice Hand and Coachman,	1,250.00

**There will also be offered at this sale, twenty head of Horses and Mules with harness, along with thirty head of Prime Cattle. Slaves will be sold separate, or in lots, as best suits the purchaser. Sale will be held rain or shine.**

North American slavery came with the development of the sugar, tobacco and rice industries. Cotton growing began in the 1790s and in America's southern states 'cotton was king'. These agricultural states produced over 80 per cent of the world's supply of cotton, and large plantations flourished with the wealth that came from very high export prices. The economy of these southern states was based upon cotton and slaves. The unpaid labour of around four million African Americans created the huge profits that went to a very wealthy farming aristocracy, composed of approximately 8000 plantation owners.

Cotton became a massive industry that rapidly spread into new regions of North America, as far west as the Texas border with New Mexico. Slaves were engaged at every level of crop production. The hard manual labour of planting in the fields was followed by harvesting, processing, packing and loading. Slaves were also responsible for the maintenance of a plantation. They were the carpenters, metalworkers and stonemasons of the southern states.

An army of domestic slave workers kept the grand houses clean, the clothes washed and the white children fed. Slaves were assigned their tasks according to their age and strength. The slaves' value depended upon their age, sex, health and skill. Slaves were sold, traded and inherited like any other form of property. Harsh discipline ran the whole system.

In the rich agricultural regions of the Americas the numbers of slaves often outnumbered the free population. Slave owners feared the outbreak of rebellion and the creation of communities of escaped slaves located in remote and frontier regions. Runaways from plantations and mines were ruthlessly pursued by packs of dogs and gangs of armed men. Escaped slaves were known as maroons.

**SOURCE 7** Slaves at work on a cotton plantation in South Carolina, North America



**SOURCE 8** An account of life as a slave, as told by the former slave Delia Garlic

Slavery days was hell. I was growed up when de War come, and I was a mother before it closed. Babies were snatched from deir mothers breast and sold to speculators. Chillens was separated from sisters and brothers and never saw each other again. 'Course dey cry. You think they not cry when dey was sold like cattle? I could tell you about it all day, but even den you couldn't guess the awfulness of it.

It's bad to belong to folks dat own you soul and body, dat can tie you up to a tree, with yo' face to d'tree and yo' arms fastened tight around it, who take a long curlin' whip and cut de blood every lick. Folks a mile away could hear dem awful whippings. Dey was a terrible part of livin'.

I was born at Powhatan, Virginia, and was the youngest of thirteen chillen. I never seed none of my brothers and sisters 'cept brother William. Him and my mother and me was brought in a speculator's drove to Richmond and put in a warehouse with a drove of other niggers. Den we was all put on a block and sold to the highest bidder. I never seed brother William again.

Mammy and me was sold to a man by the name of Carter, who was de sheriff of de county. Dey wasn't no good times at his house. He was a widower and his daughter kept house for him. I nursed for her and one day I was playin' with de baby. It hurt its l'il hand and commenced to cry, and she whirl on me, pick up the hot iron and run it all down my arm and hand. It took off de flesh when she done it.

After awhile, Marster married again, but things weren't no better. I seed his wife blackin' her eyebrows with smut one day, so I thought I'd black mine just for fun. I rubbed some smut on my eyebrows and forgot to rub it off, and she cotched me. She was powerful mad and yelled: 'You black devil, I'll show you how to mock your betters.' Den she pick up a stick of stovewood and flails it against my head. I didn't know nothin' more till I come to, lyin' on de floor. I heard de mistis say to one of de girls: 'I thought her thick skull and cap of wool could take it better than that.'

I never seed my Mammy anymore.

I has thought many times through all these years how Mammy looked dat night. She pressed my hand in both of hers and said: 'Be good and trust in de Lord.' Trustin' was de only hope of de poor black critters in dem days. Us just prayed for strength to endure it to de end. We didn't 'spect nothin' but to stay in bondage till we died.

Delia Garlic in N.R. Yetman, Ed., *Life under the 'Peculiar Institution': Selections from the Slave Narrative Collection*, Holt, Rinehart & Winston Inc., 1970, pp. 133–4.

#### SOURCE 9 An account of the punishment dealt out to slaves

I had often seen black men whipped, and had always, when the lash was applied with great severity, heard the sufferer cry out and beg for mercy — but in this case, the pain inflicted by the double blows of the hickory was so intense, that Billy never uttered so much as a groan; and I do not believe he breathed for the space of two minutes after he received the first strokes. He shrank his body close to the trunk of the tree, around which his arms and legs were lashed, drew his shoulders up to his head, like a dying man, and trembled, or rather shivered, in all his members. The blood flowed from the commencement, and in a few minutes lay in small puddles at the root of the tree. I saw flakes of flesh as long as my finger, fall out of the gashes in his back; and I believe he was insensible all the time he was receiving the two hundred lashes. When the whole five hundred lashes had been counted by the person appointed to perform this duty, the half dead body was unbound, and laid in the shade of the tree upon which I sat. The gentlemen who had done the whipping, eight or ten in number, being joined by their friends, then came under the tree, and drank punch until their dinner was made ready.

Quoted in Rev. Sunderland, *Manual on American Slavery*, S.W. Benedict, New York, 1837.

#### RETROFILE

In 1791 a dramatic slave rebellion occurred on the French island of St Domingue, under the leadership of Toussaint Louverture. The rebels waged a 13-year battle against the French colonial government and finally declared the independence of their island nation, which they named Haiti. This was the only slave society that was overthrown by a slave rebellion.

Liberia was founded in the 1820s by freed slaves from the United States; its independence was recognised in 1847.

### 1b.3.5 Skill builder: Empathetic understanding: understanding the slave experience

To understand the experiences and beliefs held by people from the past, we need to develop the ability to empathise. We use our imagination when we empathise; that is, we must imagine what it would be like if we were to put ourselves in the position of the people who were there at the time. Empathy helps us to understand how people who are different from us have felt and thought.

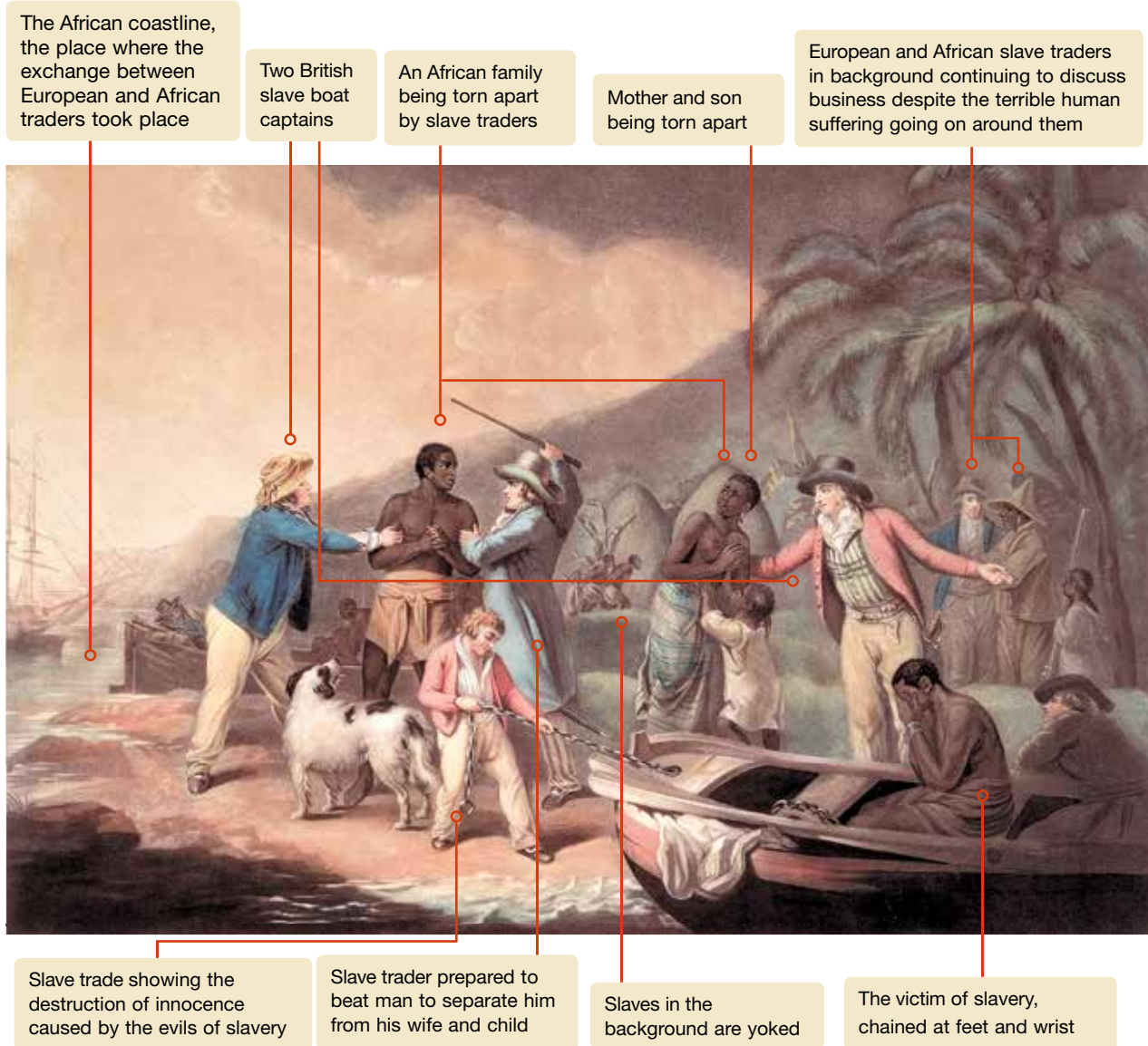
Empathy can be expressed through literature and art. During the period of slavery in the Americas, there were many people who were opposed to slavery. These people were called abolitionists because they fought for the abolition of the slave trade. The eighteenth-century abolitionist George Morland used his art as a way of establishing a European understanding of the suffering of the Africans who were victims of the slave trade. In the decade before Morland painted *The Slave Trade*, more than 300 000 Africans were transported to slavery on board British ships. Morland constructed a story or narrative through his painting, in much the same way that historians use imaginative reconstruction when drawing conclusions about the meaning or significance of past events and actions. Practise your skills of empathetic understanding by completing the questions that follow **SOURCE 10**.

1. Look carefully at **SOURCE 10** and answer the following questions.
  - (a) Briefly recount the story that is captured in George Morland's painting and identify the different characters in the scene.
  - (b) What comment about slavery is being made by the painting?
  - (c) What do you think Morland's purpose was in painting this picture?
2. Use your imagination to write a second verse to follow on from the lines of the poem that Morland used as his inspiration.
3. Put yourself in the position of one of the characters in the scene. Explain the story from their point of view. In expressing their view of events, consider the beliefs and attitudes of the time. In telling the story through your character's eyes, provide some justification for their beliefs, attitudes and actions.
4. Working in pairs, take on the role of interviewer and character. In your interview, ask questions of your partner's character that will require an explanation of their actions. As the character, establish empathy by imagining yourself with the beliefs and attitudes of the time.



**SOURCE 10** *The Slave Trade*, painted by the English artist George Morland in 1791. Morland's painting was inspired by the words of a poem written by a friend involved in the movement to abolish the African slave trade:

Two british captains with their barges came,  
And quickly made a purchase of the young;  
But one was struck with Ulkana, void of shame,  
And tore her from the husband where she clung.



## 1b.3 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. Explain why the slave trade was called *Maafa* in the Swahili language.

### Research and communicate

2. The Portuguese established the first permanent European trade bases on Africa's east coast during the fifteenth century. Research further the origins of the Atlantic slave trade, when and why it began, which



African kingdoms and tribes were involved, and why the demand for slaves steadily increased. Based on your research, create a class presentation on the beginning of the Atlantic slave trade.

- By the end of the eighteenth century, the French and British had built a thriving slave trade. A small group of people, known as abolitionists, opposed the trade and were determined to bring it to an end. **SOURCE 2** is an image of a slave trade centre on the African coast. Use the source as the basis of an abolitionist poster designed to draw the attention of the European public to the cruelty of the trade. Refer to the various types of slave traders, and the various forms of cruelty depicted in the source. Use the information from the text to emphasise the size of the trade.

### Develop source skills

- What would have been the impact on traditional African communities of events such as depicted in **SOURCE 1**?
- SOURCE 2** is an early nineteenth-century painting that was created when the slave trade was still legal in French countries. On the wooden deck of a ship at sea an assortment of different slaves and slave traders are depicted. What comment do you think the artist Auguste-Francois Biard was making about the slave trade in this painting? Why do you think his viewpoint was so controversial at the time?
- It was said that slave ships, or slavers, could be smelt before they could be seen. Referring to **SOURCES 3** and **4**, write a letter of protest expressing your outrage at what you have witnessed during an inspection of the transportation conditions on a slaver.
- What impression of the slave is communicated through the **SOURCE 5** photograph?
- What general attitude towards slavery is communicated through the **SOURCE 6** list?
- What characteristics did the highest priced slaves have in common in the **SOURCE 6** list?
- Referring to **SOURCE 6**, explain the impact of a slave's age on his or her sale price.
- SOURCE 8** provides an account of the harshness of a slave's life as told by the former slave Delia Garlic. Other sources in this subtopic provide a further record of the slave experience. With reference to the text and primary sources, tell the story of Delia Garlic and those individuals who endured slavery with her. Tell their story through a piece of creative writing, or through a series of illustrations like a storyboard.

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Deepen and check your understanding of the topic with the following resources and auto-marked questions:

► Slave trade

## 1b.4 Impacts of slavery

### 1b.4.1 The impact of slavery in Africa

The movement of millions of African slaves to the Americas changed African history and societies:

- Kings who had protected their people now traded them into slavery. Men, women and children were swapped for European goods. The way tribes governed themselves and dealt with law breakers changed as enslavement became the punishment for both minor and serious crimes.
- Wars were provoked between the different African kingdoms to provide a constant source of war captives for the slave trade. The continuous warfare disrupted agriculture and led to famine.
- The traditional African economy was destroyed as communities established business links with Europeans. Cattle and crops were raised for cash, rather than as the community's food supply. Traditional industries, such as the metalwork of Benin, were abandoned as Africans developed industries to serve the slave trade. Large quantities of goods produced outside Africa replaced local trade goods.
- Patterns of settlement changed as people were forced to move to more remote areas to escape the threat of enslavement, or to find work in the new slave trade industries or agriculture.
- European and African diseases spread across the continent as more people came into close contact with each other.

**SOURCE 1** The results of the centuries of contact between Africa and Europe as explained by the African-American writer W.E. DuBois

There came to Africa an end of industry, especially industry guided by taste and art. Cheap European goods pushed in and threw the native products out of competition. Rum and gin displaced the milder native drinks. The beautiful patterned cloth, brocades and velvets disappeared before their cheap imitations in Manchester [England] calicos. Methods of work were lost and forgotten.

With all this went the fall and disruption of the family, the deliberate attack upon the ancient African clan by missionaries. The invading investors who wanted cheap labor at the gold mines, the diamond mines, the copper and tin mines, the oil forests and cocoa fields, followed the missionaries. The authority of the family was broken up; the authority and tradition of the clan disappeared; the power of the chief was transmuted into the rule of the white district commissioner. The old religion was held up to ridicule, the old culture and ethical standards were degraded or disappeared, and gradually all over Africa spread the inferiority complex, the fear of color, the worship of white skin, the imitation of white ways of doing and thinking, whether good, bad or indifferent. By the end of the 19th century the degradation of Africa was as complete as organized human means could make it. Chieftains, representing a thousand years of striving human culture, were decked out in second-hand London top hats, while Europe snickered.

## 1b.4.2 Abolition

At the end of the eighteenth century, slavery was under attack in the Atlantic world. This was the beginning of the Age of Revolution, a time when **Enlightenment** ideas of liberty and equality were shaping new societies. Doubts about the morality and the value of slavery came from a number of sources:

- During the first stage of the Industrial Revolution the demand for cheap slave labour and the supply of raw materials were fuelled by industrialisation. With the rapid increase of factories and machines a second stage of industrialisation began. At this point, slavery ceased to be economically efficient.
- Slave labour resulted in unemployment of free citizens. New industrial economies needed larger markets and a workforce that was free and paid wages. A large paid workforce formed the consumer group who purchased the manufactured goods.
- The French and American Revolutions inspired independence movements, abolitionist movements and slave revolts. Controlling large slave populations became increasingly costly and dangerous.
- Working-class Europeans increasingly saw slavery as a threat to their own working conditions and rights, so began campaigns protesting slavery. Hundreds of thousands of people signed petitions against slavery.
- Slavery was against the beliefs and principles of the parliamentary reform movements sweeping through nineteenth-century Europe. Literate ex-slaves, such as Frederick Douglass in America, established abolitionist societies and lobbied governments for reform through the law.

Despite nineteenth-century opposition to slavery, between ten and twelve million Africans were sent to the Americas during 200 years of the Triangular Trade. Slavery in the Americas finally ended in Brazil in 1888.

## 1b.4.3 The consequences of slavery for nineteenth-century America

During the nineteenth century, America was increasingly divided economically:

- In America's north the population was growing due to massive immigration. Industrialisation was bringing improved working conditions and the birth of the trade union movement. It was a modern society based upon 'free labour, free land, free man'.
- In America's south the economy was based on the production of cotton by the slave labour of approximately four million Africans.

The division of America into different economic and social regions was called sectionalism. Each section of the nation wanted political and economic decisions to favour its particular needs. By the early nineteenth century, the northerners wanted more free land for independent farmers and the south wanted to expand slavery into the newly settled states of the west.

In March 1861, a tall, thin, slow-speaking lawyer, born in a log cabin in Kentucky, was inaugurated as the sixteenth president of the United States of America. His name was Abraham Lincoln. In his speech for nomination as the Republican candidate, he had declared that sectionalism threatened America's existence: 'A house divided against itself cannot stand'.

Lincoln's election was seen as a disaster in the south and marked the beginning of the Civil War. The war lasted more than four years and was devastating in terms of the loss of both human lives and property. One-quarter of the soldiers who saw combat did not survive.

On 1 January 1863 President Lincoln issued the Emancipation Proclamation, declaring the freedom of slaves in the Confederate states and their right to join the Union army. About 180 000 African Americans fought with the Union forces; 38 000 of them died during the war.

**SOURCE 2** President Abraham Lincoln proudly stands beside Liberty in this poster created c.1865 after the victory of the northern states over the south.



**SOURCE 3** A photograph of five generations of a family of slaves from a plantation in South Carolina in the mid 1800s



## 1b.4 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. Create a mind map to summarise the impact of slavery on the people of Africa.
2. Briefly explain why the Industrial Revolution increased the demand for slave labour.
3. List why slavery was abolished and then design a poster promoting abolition based on one of the reasons identified.

### Research and communicate

4. The New York political leader William H. Seward declared in 1858 that the issue of slavery would bring the nation into an 'irrepressible conflict'. Assess the cultural, political and economic consequences of slavery for

the United States and whether civil war over slavery was inevitable. Take on the role of an 1850s political leader from the north and write a letter to a national newspaper warning your fellow Americans of the price the nation will pay for continuing to make African-Americans slaves in the south.

5. Research the life and achievements of an important personality in the story of slavery in North America; for example, Harriet Beecher Stowe, Harriet Tubman, Abraham Lincoln, John Brown, Stephen Douglas, Jefferson Davis, Dred Scott, William Lloyd Garrison or Frederick Douglass. Imagine that your personality is the subject of a new documentary and design a promotional poster highlighting the events of their life and their role in the abolition of slavery.
6. Explain the impact of the movement of Europeans to Africa from a modern African perspective.

### Develop source skills

7. The illustration in **SOURCE 2** was titled 'Outbreak of the Rebellion of the United States in 1861'. With the movement of people went the spread of ideas around the world.
  - (a) What does the source celebrate?
  - (b) How has Lincoln been depicted and what message do you think it sent the world about the United States of America in this post-civil war period?
8. **SOURCE 3** shows generations of Africans born in North America. Using this source as your starting point, have a class brainstorm on what the impact of the movement of people would have been on African people, and what new challenges this family would have faced with the end of civil war and slavery in America.

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## 1b.5 Experiences of convicts

### 1b.5.1 First Fleet convicts

The forced immigration of African slaves was an experience shared by convicts. Forced to a distant continent, convicts provided the cheap labour required to produce food and raw materials. They built the roads and bridges, and created the industries necessary for a new nation.

Eighty per cent of convicts on board the First Fleet to Australia were thieves born into Britain's working classes. If they were lucky they had been the workers providing the cheap labour for the factories of Britain's Industrial Revolution. Many were unemployed and stole to keep their destitute families alive. About 10 per cent were transported for sheep and cattle theft, while the remainder were generally guilty of stealing from streets and houses of sprawling cities like London.

**SOURCE 1** Excerpt from Robert Hughes, *The Fatal Shore*, p. 43

To grasp what exile to such a place meant, one must think of the size of the world in the late eighteenth century, so much vaster than it is today.

In the 1780s, most of the world was still unknown to Europeans. The outlines of all the continents but two, Australia and Antarctica, had been traced. In profile, it had today's shape, but immense blanks lay behind the coasts. North America was a populated eastern fringe tacked onto millions of square miles of wilderness. The interiors of South America, Asia and Africa were scarcely explored. No European had ever visited the high Himalaya, the fountains of the Nile or the poles; while the Pacific basin, to all except the most educated Englishmen in 1780, was the least imaginable of all.

The social strata from which the convicts would be drawn knew little about the remoter facts of geography. Perhaps seven Englishmen in ten still lived in the countryside; the urban population of England would not outnumber the rural until 1851. Fixed to the soil and its demands, such people did not travel; their world had a radius of ten miles or so. Because they did not read, news came to them erratically and no English newspaper, in any case, sold more than 7,000 copies.



**SOURCE 2** Excerpt from a report presented by Lord Sydney to the British Parliament announcing a convict settlement in Australia

The several gaols and places for confinement of felons in this kingdom being in so crowded a state that the greatest danger is to be apprehended, not only from their escape, but from infectious distempers, which may hourly be expected to break out amongst them, his Majesty, desirous of preventing by every possible means the ill consequences which might happen from either of these causes, has been pleased to signify to me his royal command that measures should immediately be pursued for sending out of this kingdom such of the convicts as are under sentence or order of transportation.

The Nautilus sloop, which, upon the recommendation of a committee of the House of Commons, has been sent to explore the southern coast of Africa, in order to find out an eligible situation for the reception of the said convicts, where from their industry they might soon be likely to obtain means of subsistence, having lately returned, and it appearing by the report of her officers that the several parts of the coast which they examined between 15° 50' south and the latitude of 33° 00' are sandy and barren, and from other causes unfit for a settlement of that description, his Majesty has thought it advisable to fix upon Botany Bay, situated on the coast of New South Wales, the latitude of about 33° South, which, according to the accounts given by the late Captain Cook, as well as the representatives of persons who accompanied him during his last voyage, and who have been consulted upon the subject, is looked upon as a place likely to answer the above purposes.

## The journey to Australia

While they waited for transportation, convicts could live for years on the floating prison boats, or hulks, moored on the Thames. Once aboard the sea-going transport ships, convicts were often fastened at the ankles by a chain, until the ship was so far out at sea that escape was impossible. It was a long and monotonous voyage, a five-month ordeal of cramped and unhygienic living conditions, stale food, order and punishment.

**Dysentery** and **scurvy** were the threat to health and survival on many convict voyages. Ten per cent of the convicts leaving Britain between 1795 and 1801 did not live long enough to reach Australia.

### 1b.5.2 Convict life in Sydney Cove

On the 26 January 1788, the First Fleet sailed into the clear blue waters of a protected harbour. The Fleet's 11 ships carried 717 convicts, and 290 **marines**, including women and children. The harbour was at the centre of the Gadigal lands. To the Gadigal people (also known as Cadigal or Cadi), the area was of great importance. They called it Warrane.

The British first established their settlement in a cove that provided a fresh water supply. Captain Arthur Phillip was in command and was appointed the Governor of the new British colony. He named the cove after the British Home Secretary, Lord Sydney; raised the Union Jack; fired a salute and made a toast to King George III of Great Britain.

**SOURCE 3** Watercolour of Sydney Cove, Port Jackson, 1788, by William Bradley



Convicts and sailors had arrived in an unfamiliar and often frightening new land. Starvation was a real possibility because supplies were limited. Convict control was kept through the force of flogging and execution. Within days of arrival, a convict was executed for theft of food, the most common crime. New South Wales was known in Britain as the thieves' colony.

**SOURCE 4** Account of the arrival of the Second Fleet in Sydney by Richard Johnson, the colony's pastor

Have been on board these different ships. Was first on board the *Surprise*. Went down amongst the convicts, where I beheld a sight truly shocking to the feelings of humanity, a great number of them laying, some half and others nearly quite naked, without either bed or bedding, unable to turn or help themselves. Spoke to them as I passed along, but the smell was so offensive that I could scarcely bear it.

I then went on board the *Scarborough*; proposed to go down amongst them, but was dissuaded from it by the captain. The *Neptune* was still more wretched and intolerable, and therefore never attempted it.

Some of these unhappy people died after the ships came into the harbour, before they could be taken on shore — part of these had been thrown into the harbour, and their dead bodies cast upon the shore, and were seen laying naked on the rocks. Took an occasion to represent this to his Excellency, in consequence of which immediate orders were sent on board that those who died on board should be carried to the opposite north shore and be buried.

The landing of these people was truly affecting and shocking; great numbers were not able to walk, nor to move hand or foot; such were slung over the ship side in the same manner as they would sling a cask, a box or anything of that nature. Upon their being brought up to the open air some fainted, some died upon deck, and others in the boat before they reached the shore. When come on shore many were not able to walk, to stand or to stir themselves in the least, hence some were led by others. Some crept upon their hands and knees, and some were carried on the backs of others.

**SOURCE 5** Description of the founding of the struggling settlement of Sydney. Excerpt from *The Secret River*, Kate Grenville 2005

It was a sad scrabbling place, this town of Sydney. The old hands called it The Camp, and in 1806 that was pretty much still what it was: a half-formed temporary sort of place.

Twenty years before it had been one of the hundreds of coves hidden within a great body of water as complicated as a many-fingered hand. One hot afternoon in the January of 1788, with big white birds screeching from the trees by the shore, a captain of the Royal Navy has sailed into that body of water and chosen a cove with a stream of fresh water and fingernail of beach. He had stepped out of the boat and caused the Union Jack to be hoisted on a spar leaning crookedly upright, and declared this place part of the extended territories of King George III, Sovereign of Great Britain, Defender of the Faith. Now it was called Sydney Cove, and it had only one purpose: to be a container for those condemned by His Majesty's courts.

Sydney was a prison where life for convicts was carefully regulated. The prison walls were made from the ocean, the bush and the Blue Mountains. Hard labour was the punishment for being found loitering near the wharves of an evening. Small boats on the Dyarubbin River, named the Hawkesbury-Nepean River by the British, were numbered and chained up at night. Being found in a rowing boat in the dark was also an offence. Roll calls were regular and informers were rewarded for reporting on those who broke the rules. The colony's early governors came from a military background where flogging was the accepted punishment. The whip was a good way of maintaining control in a community struggling for survival. The labour of every convict was needed to provide the colony with adequate food and shelter. Placing a convict in solitary confinement, behind bars, or in chains was waste of a worker. Harsh physical discipline was also used by governors as a response to their fear of convict rebellion.

**SOURCE 6** Account of Governor Phillip's announcement to the convicts of the colony's rules and discipline, as recorded by the surgeon Arthur Bowes Smyth

After the commission was read the governor harangued the convicts, telling them that he had tried them hitherto to see how they were disposed; that he was now thoroughly convinced there were many amongst them incorrigible and that he was persuaded nothing but severity would have any effect upon them to induce them to behave properly in future.

He also assured them that if they attempted to get into the women's tents of a night there were positive orders for firing upon them; that they were very idle; not more than 200 out of 600 were at work; that the industrious should not labour for the idle; if they did not work they should not eat. In England thieving poultry was not punished with death; but here, where a loss of that kind could not be supplied, it was of the utmost consequence to the settlement, as well as every other species of stock, as they were preserved for breeding. Therefore stealing the most trifling article of stock or provisions would be punished with death.

Despite the many rules that regulated daily life, a remarkable level of freedom was achieved. Most convicts did not live in a jail, but in the small houses they built for themselves or rented from others. They established their own neighbourhood with the construction of their thatched roof houses on the slopes of Tallawolladah, which they called The Rocks. The area became known for drinking, gambling and **cockfighting**.

Convicts were not usually chained, they wore their own clothes and they were entitled to earn their own money after their assigned tasks were finished. The first groups of convicts worked for the government, but an assignment system was soon established providing the opportunity for independent employment. Employers had to supply their convict labourers with food, clothes and shelter. In return, the convict was assigned to work for nine hours for their employer without additional pay. After hours, convicts were entitled to charge for their labour. Convicts commonly worked as shepherds, farmers, builders and domestic servants. Convicts with a trade were given good terms of employment because the colony desperately needed their skills. Convict tradesmen and women opened businesses operating from 'The Rocks' and began building a new colonial society.

Hard-working and obedient convicts were issued with a 'ticket of leave' before their term of imprisonment expired. Some convicts from wealthier, middle-class backgrounds were given their ticket of leave upon arrival in Sydney. By the 1820s approximately half of the colony's population were free settlers. Many were *emancipists*: convicts who had served their time or been pardoned and decided to remain in Australia. Emancipists were eligible for land grants and were supplied with food and tools from the government stores until they could support themselves. Under the rule of Governor Lachlan Macquarie, the emancipists were encouraged to regard themselves as valued citizens. The ex-convict Francis Greenway was appointed to the position of colony architect. Simeon Lord and Andrew Thompson

**SOURCE 7** A watercolour by Frederick Garling showing King Street, Sydney, c.1843



became magistrates, and Dr William Redfern the colony surgeon. The emancipists of Macquarie's colony could be seen dining at the governor's table and filling the most responsible positions in the colony. Macquarie held the view that the role of the emancipists was critical to the development of a new and civilised society.

**SOURCE 8** The advantages of the ticket of leave. Excerpt from *The Secret River*, by Kate Grenville (2005)

The ticket of leave was a peculiarity of New South Wales. Here, three-quarters of a year away from the fields of wheat and sheep in England, the working of the land to produce food was urgent. The authorities had realised that if the place was ever to sustain itself, it would be by free labour and not the reluctant time-serving of felons. The ticket was a way of making men free enough to benefit from their own sweat but not free enough to stop being prisoners.

As little as a twelvemonth after arriving, a convict could apply for his ticket, and with that safe in his pocket he could walk about as free as any Legitimate. He could sell his labour to anyone he chose, or take up a piece of land and work for no-one but himself. The only limit to his freedom was that he could not leave the colony. For folk who had thought to die an ugly death, that seemed a light enough fetter.

### 1b.5.3 A convict's experience in New South Wales: James Ruse

James Ruse was born in 1760 in Cornwall, England. In July 1782, he was found guilty of theft and sentenced to seven years' imprisonment. Ruse spent several years on a prison hulk in Plymouth and was then transported to the colony of New South Wales. He arrived with the First Fleet in 1788 and was granted his freedom in the following year.

Ruse had been a model prisoner, well behaved and hard-working, and as reward was given the opportunity to establish his own farm. Governor Arthur Phillip placed him on land at Rose Hill, Parramatta, and provided him with seed and farming tools. The colony was struggling to survive as food rations ran low, and so Governor Phillip encouraged convicts with farming skills to become self-sufficient. Ruse was promised more land if he could produce food.

In 1790 Ruse planted wheat and maize, established a small vegetable garden and married Elizabeth Parry, a convict from the Second Fleet. In 1791 their first child was born and James Ruse's land was providing the food needed to support his family.

In 1792 the first land grant in Australia was signed when James Ruse was given the deeds to 30 acres of land at Parramatta. The land was named Experiment Farm.

In 1793, Ruse sold the farm to Surgeon John Harris and moved to the Hawkesbury River in search of better agricultural land. With a group of 21 other convict farmers he selected a site they named Green Hills, now called Pitt Town. In January 1794, military officer David Collins reported that Ruse and his companions were building huts and preparing the ground for planting. By the end of 1794 the Green Hills community had grown to more than a hundred, and by the middle of 1795 the farming community numbered

**SOURCE 9** The fertile flats along the Hawkesbury River, painted by John Lewin in 1810. This region is probably close to the Green Hills district established by James Ruse and his colleagues. As seen in the image, the land is already showing evidence of extensive clearing for agriculture and some erosion of the river banks.





around four hundred. Without government approval they had staked their claim, cut down trees, put up shelters, fought with the Aboriginal owners of the land and planted crops. The Hawkesbury River was named ‘the Nile of the colony’. According to David Collins, the farms on the rich-soiled plains of this region ‘would produce an ample crop at any time without much labour’.

**SOURCE 10** An account by the convict Thomas Watling of the different climatic and geographical conditions that the first convict and free settler farmers had to learn to work with in Australia

In the warmer season, the thunder very frequently rolls tremendous, accompanied by a scorching wind, so intolerable as almost to obstruct respiration — whilst the surrounding horizon looks one entire sheet of uninterrupted flame. The air, notwithstanding, is in general dry. Fifteen months have been known to elapse without a single shower but, though thus dry, the transitions of hot and cold are often surprisingly quick and contrasted without any discernible injury to the human system ... The air, the sky, the land are objects entirely different from all that a Briton has been accustomed to see before. The sky clear and warm; in the summer very seldom overcast, or any haze discernible in the azure; the rains, when we have them, falling in torrents, and the clouds immediately dispersing. Thunder, as said, in loud contending peals, happening often daily, and always within every two or three days, at this season of the year. Eruscations and flashes of lightning, constantly succeeding each other in quick and rapid succession. The land, an immense forest, extended over a plain country, the maritime parts of which are interspersed with rocks yet covered with venerable majestic trees, hoary with age, or torn with tempests.

By 1828, James and Elizabeth Ruse had seven children and sixteen grandchildren. In that year Ruse left the Hawkesbury and began work as a farm manager, or overseer, for a free settler named Captain Brooks. Some reports suggest that these were troubled times for James and Elizabeth, with drinking and gambling having forced Ruse to sell the farms that he had built from the bush.

Elizabeth Ruse died in May 1836, and James died in the following year. Together they had established a large family and the first farms in Australia. They had been unwilling immigrants to a faraway land. With freedom they had chosen to settle on this foreign soil. James and Elizabeth were buried in the churchyard of St John’s Campbelltown. The engraved words on James Ruse’s headstone (see **Source 11**) record his place in Australia’s history.

**SOURCE 11** The words engraved on the headstone of James Ruse

SACRED  
TO THE MEMOREY  
OF JAMES RUSE WHO  
DEPARTED THIS LIFE  
SEPT 5<sup>TH</sup> IN THE YEAR OF  
HOURS LORD 1837 NATEF  
OF CORNWELL AND ARIVED  
IN THIS COLENEY BY THE  
FORST FLEET AGED 77  
MY MOTHER REREAD ME TENDERLY  
WITH ME SHE TOOK MUCH PAINES  
AND WHEN I ARIVED IN THIS COELNEY  
I SOWD THE FORST GRAIN AND NOW  
WITH MY HEVNLY FATHER I HOPE  
FOR EVER TO REMAIN

## 1b.5 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. Describe the similarities between the experience and role of a slave and a convict.

## Research and communicate

2. Research the life and achievements of one of the convicts who made a lasting contribution to Australia. Suggested personalities for research are Francis Greenway, William Redfern, Simeon Lord, and William and Mary Bryant. Document your source material in a bibliography.
3. The convict system is often described as a 'lottery'. Using the sources, text and your own research, list factors that contributed to a life of success or hardship in the colony. With a partner, create a simple board game based on a convict's changing circumstances.
4. Imagine you have been asked to design the ticket of leave that convicts are to be issued with as a reward for good behaviour in New South Wales. The ticket should be small enough to put into a convict's pocket and contain identification details. The governor would also like the document to include a short statement of the rules and benefits associated with possession of a ticket of leave. Refer to **SOURCE 8** for some details.

## Develop source skills

5. Using **SOURCE 1** as your evidence, explain why most people moving around the world during the eighteenth century were unwilling immigrants.
6. Explain the reasons put forward by Lord Sydney in **SOURCE 2** for a penal settlement in Australia.
7. Refer to **SOURCES 3, 4** and **5** as a starting point for a class brainstorm on the challenges that would have faced Governor Phillip in establishing a British settlement in New South Wales. Create a mind map of these challenges to settlement.
8. According to **SOURCE 6**, what was the basic rule that convicts had to obey in the struggling colony?
9. **SOURCES 9** and **10** provide evidence of the challenges faced by farmers like James Ruse. With reference to the sources, explain some of the difficulties they faced in establishing their farms.

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Deepen and check your understanding of the topic with the following resources and auto-marked questions:

o Convict transportation to Australia



# 1b.6 Experiences of settlers

## 1b.6.1 A settler's experience—George Suttor

As a child growing up on the outskirts of London, George Suttor was fascinated by the stories he read of the remarkable travels of James Cook and Joseph Banks. Suttor was the younger son of a successful botanist and market gardener. He dreamed of a future in New South Wales continuing his father's trade and becoming a pioneer in the creation of Australia's gardening and agriculture industry. The young and ambitious George Suttor managed to organise a meeting with Joseph Banks, who recommended Suttor be given the opportunity to take responsibility for the care of a collection of trees and shrubs bound for New South Wales. As payment for the safe transport of this precious cargo, George Suttor was promised free passage to the colony and a land grant upon arrival.

George Suttor married his childhood sweetheart, Sarah Dobinson, and together they set sail for Australia in March 1800, arriving in Sydney in November. In March 1802, Suttor was granted 75 hectares of land at Baulkham Hills. George Suttor's beginning as a colony farmer sadly coincided with the outbreak of agricultural diseases and pests which devastated the farms of New South Wales. Plagues of caterpillar attacked pastures, gardens and orchards. Millions of army worms hatched after the rains, devoured any vegetation in their path and then left the earth behind them bare. George and Sarah named their land grant 'Chelsea Farm' and set about battling the adversity that Australian farming presented them with. Within three years they had established orchards producing apples, pears, peaches, figs, lemons, apricots, strawberries and even almonds.

The growing Sydney settlement depended for its survival upon the produce from the farms and orchards of outlying communities, such as the one developing at Baulkham Hills. Wheat and maize came from the Hawkesbury region, and potatoes and cabbages from Kissing Point. The gardens of the increasing numbers of substantial Sydney dwellings were stocked with plants grown at the nursery owned by George Suttor.

**SOURCE 1** George and Sarah Suttor



The back-breaking work of building new farms was done by the free settlers and

the convict labour assigned to them. In the small New South Wales community of the early nineteenth century, the division between convicts and free settlers was blurred. Convicts, emancipists and free settlers were forced into daily dealings and became dependent upon one another.

These early European settlers and the colonial officials they dealt with were often in conflict. Maintaining control over colonial people and their affairs was a challenge for even the most experienced governors. Tensions between all groups within the colonial society were often running high. Suttor was promised land grants by Governors King and Bligh, but did not receive the 80 hectares he believed to be his. He became involved in political disputes and was eventually imprisoned for six months.

In 1810 Suttor returned to England with Governor Bligh while Sarah remained in New South Wales managing the farm. Two years later he was back in New South Wales, in considerable debt and in desperate need of work. Suttor was appointed as the head of the Lunatic Asylum, a home for the mentally ill. The use of government land was one benefit of the job. In 1819 Suttor was dismissed from the position and accused of using the asylum patients as cheap labour on his Baulkham Hills farm. Suttor returned to full-time farming and faced the caterpillar plague once more. In 1822, Suttor applied for another land grant and was given the chance to establish another farm in the Bathurst region of New South Wales. The Suttor family finally prospered on this land.

George and Sarah left Australia in 1839 for a tour of Europe, including a study of vineyards and wine making. George Suttor returned to Australia after the death of Sarah in 1844 and continued his life's work of studying and promoting Australian agriculture. He died in 1859 at Kelso, near Bathurst. The pioneering spirit of George and Sarah Suttor was continued by their family of five sons and three daughters.

The next generation of Suttors in Australia were squatters who became powerful landowners. The term *squatter* came from the way these farmers obtained their land. They did not wait for land grants from the government but simply settled on the land and claimed it as their own. In 1843, William Suttor was elected to government after having established sheep and cattle stations on the Lachlan, Bogan and Macquarie rivers. George and Sarah Suttor's sons and grandsons were elected to the New South Wales Legislative Assembly. In agriculture and in politics, the Suttor family played an important role in the development of modern Australia.

**SOURCE 2** Elizabeth Farm was owned by another very influential free settler, John Macarthur. Like George Suttor, Macarthur was a farmer who was very involved in the politics and economic development of the New South Wales colony. He named his 40-hectare land grant at Parramatta after his wife, Elizabeth, and together they played a leading role in the establishment of Australia's wool industry. The beautiful home and surrounding countryside of Elizabeth Farm was painted by Joseph Lycett in 1824.



### 1b.6.2 Free settlers on the Australian frontier

The people who farmed the frontier regions far from European settlement were independent and resourceful. Successful settlers like George Suttor and John Macarthur built very large, comfortable and prosperous properties in the fertile lands of south-east Australia. The squatters who had taken their land and built it up with cheap convict labour protected their wealth in the mid nineteenth century by entering politics and influencing the colonial governments. They no longer called themselves squatters but preferred to regard themselves as pastoralists or graziers. They built large homesteads, hired managers to run their properties, developed superior animals as breeding stock and sent their children to expensive boarding schools in England. By the late 1850s the powerful squatters had taken control of nearly all the best farming land of south-east Australia, and the pastoral industry had spread across millions of hectares of Australia.

However, life in the bush for most settlers remained harsh. Settlers who had not acquired the best land lived in rough **lean-tos** until they had the chance to construct huts for their families to live in. There were no schools for their children, medical care was distant and life was isolated.

Many free settlers resented the position of the squatters and demanded the opportunity to gain land for themselves. The government had a number of reasons for also wanting to take land from the squatters:

- the creation of new farms would create the employment needed to support a larger Australian population
- more farmland was needed to grow crops to feed more people
- the sale of land would bring in additional revenue to the government
- the offer of land would encourage even more free settlers to Australia.



**SOURCE 3** Excerpt from a letter sent from George Suttor to Sir Joseph Banks in 1804, in which Suttor comments on the revolt by Irish convicts against the colonial government. It provides an insight into the troubled relationship between convicts and free settlers.

10 March 1804 — I hope you will not be offended at this intrusion, but from the state of things in this colony I am induced to trouble you with this letter, giving an account of the wretched state of my family and a most alarming disturbance which happened on Sunday night, the 4th of March, 1804, when between one and two hundred convicts rushed out from government settlement at Castle Hill — which, indeed, had nothing to guard it but a few convict constables, the most of whom joined them ...

A fault there must be somewhere, or these things would not happen. Where it originates, I shall not presume to say; but surely it cannot be said that the country is in safety while the most abandoned, it is well known, have permission to range the country at large, and while so large a body of them that were kept to labour at a government settlement had no other guard over them but a few convict constables and overseers; and what confidence is to be placed in them the event has shown, and it must be confessed that the prisoners are the people most caressed in the colony. They live, in general, much better than the settlers, fill nearly all the places of trust in the colony below commissioned officers, to which they are always preferred before a free man.

## The selectors

In 1861, the New South Wales Parliament passed the 1861 Selection Acts allowing settlers to claim parcels of **Crown land**, up to 130 hectares in size. Much of this land was under the control of the squatters. By the 1880s all the available land of good quality was taken, and the new farmers, known as selectors, were forced into even more remote areas where the soil was poor and the rainfall unreliable. Many selectors failed at farming because they did not have the money to support them through the difficult years, they were farming unsuitable land and they lacked practical farming experience. Many were forced to make a living by working part time for other farmers as seasonal shearers, labourers and **drovers**.

The job of the drover was essential to survival on the frontier. Seasons of good rainfall delivered excellent grazing conditions; however, the harsh Australian climate was also unforgiving and frequently failed to bring the much-needed water supplies. Cattle and sheep had to be moved to better pastures on foot, so it was the drover's task to move them to the feed, or the markets. The drover learnt the best routes to take through a dry land. Increasing numbers of shearers also constantly moved across the vast distances of rural Australia as the wool industry expanded. Women were often left alone to keep the selections going while the men were away shearing and droving. The essential farming tasks of fencing and tending the crops and herds of animals became the work of women and children. Large families provided the necessary labour for survival in the bush.

**SOURCE 4** The Australian artist Frederick McCubbin expressed the hardship of life for the frontier settlers in his 1890 painting *A Bush Burial*.



**SOURCE 5** Settlers outside a hut in the bush surrounding Gympie, Queensland, in the 1870s



**SOURCE 6** Henry Lawson's description of living conditions for the selector on Australia's frontier, from *Water Them Geraniums*

It was a small oblong hut built of split slabs, and he had roofed it with shingles which he split in spare times. At the end of the house was a big slab-and-bark shed, with a kitchen, a skillion for tools, harness, and horse-feed, and a spare bedroom partitioned off with sheets of bark and old chaff-bags ... with newspapers pasted over them for wall-paper. There was no ceiling, and we could see the round pine rafters and battens, and the under ends of the shingles. There was one small glass window in the 'dining room' with three panes and a sheet of greased paper, and the rest were rough wooden shutters. There was a pretty good cow-yard and calf-pen, and — that was about all. There was no dam or tank (I made one later on); there was a water-cask, with the hoops falling off and the staves gaping, at the corner of the house, and spouting, made of lengths of bent tin, ran round the eaves....

... The kitchen was permanently furnished with a table of split slabs, adzed smooth on top, and supported by four stakes driven into the ground, a three-legged stool and a block of wood, and two long stools made of half-round slabs. The floor was of clay; the chimney of slabs and tin; the fire-place was about eight feet wide, lined with clay, and with a blackened pole across, with sooty chains and wire hooks on it for the pots.

## 1b.6 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. Using George Suttor and John Macarthur as examples, explain what motivated the free settlers to move to Australia.
2. Imagine you are a successful pastoralist looking for drovers to help you run your property. Write a job description for a drover, describing the personal qualities and skills you require your drover to have.
3. In small groups role-play a discussion between the personalities depicted in **SOURCE 5**. Your role-play should attempt to explain what motivated the settlers and what their experience of frontier life in Australia has been. Refer to the sources and text details on the settler experience for your factual detail.

### Research and communicate

4. Squatters are both the heroes and villains of Australian history. Research one of the famous squatters such as James Macarthur, W.C. Wentworth, John Blaxland or William Lawson. Create a 'This is your life' class presentation where you introduce your character onto the stage and run through the major events and achievements of their life. During your presentation you should introduce personalities, both friend and enemy, from their past who can add additional commentaries on the squatter's role in shaping Australia's history.

### Develop source skills

5. **SOURCE 2** and **3** provide evidence of the prosperity and influence of free settlers like George Suttor and John Macarthur. Suggest why these settlers were frequently in conflict with other groups within colonial society such as the governors and the convicts.
6. What particular hardships of frontier life are expressed through the **SOURCE 4** painting?
7. Describe living conditions for the settlers as identified in **SOURCE 5** and **6**.

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Deepen and check your understanding of the topic with the following resources and auto-marked questions:

🔍 European migration to Australia

# 1b.7 Impacts of European settlement on Aboriginal people

## 1b.7.1 Impact on the Eora people of Sydney

The founding of the convict settlement of Sydney directly resulted in the dispossession of Aboriginal people. **Source 1** shows the Aboriginal language groups of New South Wales.

**SOURCE 1** Aboriginal language groups of Australia. The Gadigal people who witnessed the arrival of the First Fleet were part of the Eora language group.



Aboriginal Language Group Map based on map by Dr David R. Horton in association with Aboriginal Studies Press, AIATSIS, Auslig.

Over 30 separate Aboriginal clans had lived in the Sydney region for at least 40 000 years. One of these clans, the Gadigal people, came from the south shore of Sydney Harbour, in the area from Watsons Bay to Sydney Cove. It was the Gadigal people who witnessed the 1788 arrival of the First Fleet at Sydney Cove.

The arrival of the British began the process that saw the Gadigal lose their lands and their self-sufficient, hunting and gathering way of life. The Gadigal and other coastal Aboriginal people in this area were known as the Eora. They lived well on the harbour's fish, oysters, mussels and cockles. The foreshores provided plenty of vegetables, grubs, possums, wombats and kangaroos. The arrival of the British brought competition for clean water and food, and introduced fatal European diseases. The new arrivals cut down trees, desecrated sacred sites, stole Aboriginal spears and fishing lines, polluted waterholes and rapidly extended their control of the land.

Governor Arthur Phillip was under British orders to establish good relations with the indigenous people, so he commanded that 'the natives should not be offended or molested on any account'. The Eora shouted 'Worra worra', meaning 'Go away', but then extended hospitality to the newcomers. The first exchanges between Eora and Europeans on the beaches of Sydney were friendly; beads, mirrors, cloth and gestures of goodwill were exchanged. The newcomers and the traditional owners of the land laughed, joked and danced together.

**SOURCE 2** Account of the first British impressions of the Eora by William Bradley, first Lieutenant on the *Sirius*

*Tuesday 29 January 1788* — Landed on a point forming the NW or middle branch to which we were followed by several of the natives along the rocks, having only their sticks which they use in throwing the lance with them. A man followed at some distance with a bundle of lances; they pointed with their sticks to the best landing place and met us in the most cheerful manner, shouting and dancing. The women kept at a distance near the man with the spears.

This mark of attention to the women, in showing us that although they met us unarmed they had arms ready to protect them, increased my favourable opinion of them very much.

A.M. Went over to Shell Cove and left this branch, taking it as reported by those who examined it when the boats first came into this harbour. As we left this branch we met several canoes with one man in each of them; they had so much confidence in us as to come close alongside our boats. After fixing the place of the rock and extent of the shoalwater round it we went into the north arm.

As we were going in to the first cove on the east side called Spring Cove, we were joined by three canoes with one man in each. They hauled their canoes up and met us on the beach leaving their spears in the canoes. We were soon joined by a dozen of these and found three amongst them with trinkets &c. hanging about them that had been given to them a week before by the governor on his first visit to this place. Our people and these mixed together and were quite sociable, dancing and otherwise amusing them. One of our people combed their hair with which they were much pleased; several women appeared at a distance, but we could not prevail on the men to bring them near us.

We had here an opportunity of examining their canoes and weapons: the canoe is made of the bark taken off a large tree of the length they want to make the canoe, which is gathered up at each end and secured by a lashing of strong vine which runs amongst the underbrush. One was secured by a small line ...

The governor's plan with respect to the natives was, if possible, to cultivate an acquaintance with them without their having an idea of our great superiority over them, that their confidence and friendship might be more firmly fixed. We could not persuade any of them to go away in the boat with us.

Behind British goodwill was the clear intention to establish a British prison on Aboriginal land. Within a week of arrival, the British had cleared trees, built the Governor's small cottage and planted a vegetable garden. By 1790 the Eora had names for the uninvited visitors — Berewalgal — people from a distant land. The early attempts at establishing friendly relationships began to fail when the clash over land and culture began.

## A battle for survival

The sudden arrival of over 1000 Berewalgal, who did not respect traditional land boundaries and claimed all the Eora land for themselves, placed a huge burden on the limited resources of the area. By the first winter of 1788 the Eora communities were beginning to experience hardship and hunger as the colonists



took the best land and the Eora were forced onto the lands of neighbouring clans to hunt and gather food. The battle for survival had begun.

### RETROFILE

In December 1788 a group of convicts reported a hostile encounter with a large band of warriors. Governor Phillip feared that relations with the Eora were steadily deteriorating and decided that communication had to be established. The new strategy was to kidnap Eora men, teach them English and send them back to their communities as goodwill ambassadors. Twelve days later an Eora man, Arabanoo, was kidnapped from Manly Beach. He quickly learnt to speak English but died within a year from the smallpox epidemic, called *gal-gal-la* by the Eora.

### The spread of disease

Smallpox spread rapidly and devastated the Eora people. Convict work gangs reported seeing the effects of the disease in April, 1789. Bodies covered in sores were being found in caves or lying unattended at abandoned camp sites. In May, Captain John Hunter noted the absence of the usual signs of Eora daily life around Sydney Cove. Arabanoo, an Eora man who had been taken captive and learned to speak English, was taken down to the harbour to make contact with his family. He found no-one. According to the eyewitness report of David Collins:

‘... not a living person was anywhere to be met with. It seemed as in flying from contagion they had left the dead to bury the dead. He lifted up his hands and eyes in silent agony for some time; at last he exclaimed ‘All dead! All dead!’ and then hung his head in mournful silence’.

Arabanoo and the colony surgeon nursed the Eora brought to a camp hospital set up to treat the smallpox victims. Arabanoo caught smallpox from his patients and died on 18 May 1789.

The origin of the disease remains uncertain. An Aboriginal smallpox-marked face was not seen at the time of the first European settlement; and yet during the second half of 1789, the terrible path of the disease could be traced right across Port Jackson, Broken Bay and the Hawkesbury regions. There were no recorded cases of smallpox outbreaks on the First Fleet ships. Some suggested it had come from Macassan fishermen to Australia’s north. Others suggested that it had come as smallpox scabs left stuck to the blankets and old clothing given as gifts to the Eora. Whatever the source of the disease, the impact on Aboriginal people was catastrophic. In just over a year, well over half the Eora people of the Sydney region were dead.

**SOURCE 3** Lieutenant Ralph Clark’s account of his meeting with the Eora, whose community was being devastated by the outbreak of smallpox

I herd the crying of children close to me — I asked them for to goe and bring me there (*Dins*) which is there woman and I would give there woman Some bits of different coulerd cloath which I had brought on purpose to give to them — they made me to understand that there were no women there ... Dourrawan went and brought a Boy a bout 3 Years old on his Shoulder — the child was as much frightend at use as Davis was at them — I then desired Tirriwan to goe and bring me down one of his children as Dourrawan informd me that he was the father of the Child he had brought down and that his woman the mother of his child was (*poc*) dead of the (*mittayon*) Small Pox —

Tirriwan brought also down a Boy much a bout the same age as the other — Tirriwan child was not quite Recoverd from the Small Pox — I asked him for his (*din*) he Said that She was up in the wood given a Young child the (*nipan*) the Breast — I gave each of the children a bit of Red cloath — I asked them if they would give me the children for my hatt which they Seemd to wish most for but they would not on any account part with there children which I liked them for —

**SOURCE 4** Engraving by Michael Adams, 1793. The Aboriginal woman in the image is suffering from smallpox and is shown being given assistance by the colonists.



**SOURCE 5** A personal account of the character of Arabanoo, as recorded by the marine captain of the First Fleet, Watkin Tench

[Arabanoo's] countenance [face] was thoughtful, but not animated; his fidelity [loyalty] and gratitude, particularly to his friend the governor, were constant and undeviating, and deserve to be recorded. Although of a gentle and placable temper, we early discovered that he was impatient of indignity, and allowed no superiority on our part. He knew that he was in our power; but the independence of his mind never forsook him ...

Extract from W. Tench, *Complete Account of the Settlement at Port Jackson*, London, 1793, p. 10.

## 1b.7.2 European settlement expands

As the quantity of harbour fish dwindled and as vegetable supplies were eaten out, the colonists began to hunt and fish in the lands beyond their immediate settlement. The rapid expansion of European settlement continued after the departure of Governor Phillip in 1792, to the land that stretched from Sydney to the foot of the Blue Mountains. This was the land of the Dharug people. The lagoons and creeks of the Hawkesbury-Nepean River and the open grasslands of the plains provided the Dharug with their source of life and culture. The Dharug required a large enough area in which to move about, hunting kangaroos, possums, fish and other animals, and gathering seasonal food such as yams. When the British cleared the land for agriculture, housing and industry, the loss of traditional Aboriginal food sources was complete.

By the 1810s the plains of Sydney had become overcrowded. With the crossing of the Blue Mountains in 1813, the search for more pastoral land pushed the frontier of European colonisation into the north-west of New South Wales. European settlement spread into the land of the Kamilaroi, Muruwari and Wailwan people. Along the traditional paths of communication between Aboriginal communities, word spread of the pale strangers who came on unusual beasts.

The British government continued to give land grants to settlers and to big pastoral companies, because sheep farming and wool made huge profits. By 1824, it was clear to the Kamilaroi people of northern New South Wales that the European settlers intended to:

- take possession of the land
- deny Aboriginal people access to the waterholes
- destroy traditional hunting and gathering grounds
- disregard traditional law and sacred sites.

### 1b.7.3 Losing the land

The nineteenth-century experience of the Eora and the Kamilaroi peoples was repeated across the continent. The Kamilaroi people were given no compensation or payment for the 223 000 hectares of their land taken by the Australian Agricultural Company in the 1830s. The Kamilaroi were allowed to stay on their land only if employed by the company as stockmen or as domestic servants.

By 1860, the European settlement covered over 400 million hectares of Aboriginal land. As immigrant populations expanded across Australia, Aboriginal people were increasingly left on the outskirts of settlement.

Many Aboriginal people worked on pastoral properties or took refuge on reserves and missions, which were places established for religious conversion or social improvement. European missionaries were inspired to bring Christianity to the Aboriginal people on the missions. They aimed to save the souls of the Aboriginal people by turning them away from their languages and cultural practices. The missions did provide people with basic health and educational services, and some protection from the cruelty and exploitation of the towns and large pastoral properties.

Between 1860 and 1910, laws were passed to ‘protect’ and separate Aboriginal people from the European population. Aboriginal people were forced from their traditional land and onto the reserves and missions. In New South Wales, the Aborigines Protection Board was established in 1883 to implement the government policy that all ‘full-blood’ Aboriginal people should live on the 25 New South Wales reserves.

People were encouraged to establish farms on the reserves so that they could become self-sufficient. However, the reserves were located away from towns and on areas of land too small to allow Aboriginal communities to support themselves.

**SOURCE 6** Australian poet Judith Wright, in *The Cry for the Dead* (1981), wrote about the despair of Aboriginal communities experiencing the loss of their land.

It was the loss of the land which was worst ... The land itself was now disfigured and desecrated, studded with huts, crossed by tracks and fences, eaten thin by strange animals, dirtied and spoiled, and guarded from its owners by irresistible and terrifying weapons. The all-embracing net of life and spirit which had held land, and people, and all things together was in tatters. The sustaining ceremonies could not be held, men and women could not visit their own birthplaces or carry out their duties to the spirits ...

Judith Wright, *The Cry for the Dead*, Oxford University Press, Melbourne, 1981, p. 27.

## 1b.7 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

- Put the following sentences into the correct order and then use this as an introduction to a half-page explanation of the impact of white settlement on traditional Aboriginal life.
  - Aboriginal communities were forced to move onto the lands of neighbouring clans to survive.
  - With the departure of Governor Phillip in 1792, the colony continued to expand.
  - In 1788 the First Fleet arrived at Sydney Cove.
  - By the middle of the year, hunger was having an impact on the Aboriginal community of Sydney.
  - Exchanges between the Aboriginal people and the newcomers were friendly.

2. Match each of the names and terms in the left-hand column with its correct description on the right.

(a) Arthur Phillip	(i) Aboriginal people living in northern New South Wales
(b) Arabanoo	(ii) Coastal Aboriginal people
(c) Eora	(iii) First governor of the Sydney colony
(d) Gadigal	(iv) Aboriginal people from the south shore of Sydney Harbour
(e) Berewalgal	(v) Aboriginal people living between Sydney and the Blue Mountains
(f) Smallpox	(vi) Aboriginal term meaning people from a distant land
(g) Dharug	(vii) Eora man kidnapped and forced to live with the British
(h) Kamilaroi	(viii) Disease that spread rapidly, killing over half of Sydney's Aboriginal people

### Research and communicate

- Working in groups, imagine you are conducting an interview with Arabanoo. Think of questions to ask him about his opinion of the British newcomers to his land and the impact they have had. Compose his response and then perform the interview in front of the class.
- Brainstorm all the changes, both immediate and long term, that would have come to Aboriginal people as a result of European contact and settlement. Record your ideas in a mind map or in a poster.
- Research the history of the European settlement of New South Wales. Explain events in the way you think the Eora people may have told it.
- Referring to **SOURCE 1**, research the Aboriginal history of the region in Australia where you live. Put yourself in the position of the Aboriginal people of your region during the nineteenth century. As their representative, present a speech to the colony governor explaining how traditional life has changed and why European and Aboriginal societies have come into conflict.

### Develop source skills

- Approximately how many language groups are identified in New South Wales in the **SOURCE 1** language map? What does this indicate about traditional Aboriginal culture and society across the Australian continent?
- Refer to **SOURCE 2** and then write an account of the activities of the Europeans from the perspective of the local Aboriginal people.
- What do **SOURCES 3** and **4** suggest was the short-term impact of European settlement on Aboriginal people?
- Arabanoo was one of the first victims of the smallpox epidemic. Using **SOURCE 5**, write an obituary (a notice of a person's death including a brief biographical outline) of Arabanoo. You can choose whether to write this from an Aboriginal or British viewpoint.
- Explain in your own words the point that Judith Wright makes in **SOURCE 6**.

**learn on** ONLINE ONLY



Complete this digital doc: Worksheet 1b.7 Experiences of Indigenous Australians (doc-23112)

## 1b.8 Impacts of settlement — the development of Australia

### 1b.8.1 Australia's population grows

Convicts and free settlers shaped a new society in Australia. The convicts were the largest group of Europeans in the colony from the time of the arrival of the First Fleet until the Gold Rush brought thousands of fortune seekers to Australia. The movement of peoples across the world in convict ships was followed by the arrival of the first group of free settlers in 1793. They came on the promise of a small land grant, and in the hope that the colony offered a better way of life. By 1810 the European population of the colony was over 11 000; about 700 had come as free settlers. Governor Lachlan Macquarie saw a future for Australia that went far beyond the image of a penal colony, and encouraged settlement and planning for a new nation. With the convict labour force, building and public **infrastructure** projects were undertaken.



**SOURCE 1** Description of Australia from *The Melbourne Review*, 1882

It may safely be said that there is no country in the world where the material prosperity and substantial comfort of the working class was so substantially assured as in Australia.

**SOURCE 2** A panoramic view of Sydney, c.1821, drawn by Major James Taylor. Governor Lachlan Macquarie's public works were a sign of the colony's growing prosperity. He appointed the ex-convict Francis Greenway to design elegant buildings such as Hyde Park Barracks and St James' Church, Sydney. Macquarie's building program included engineering works such as roads, bridges, wharves and quays, and practical buildings such as the windmills, granaries and storehouses that can be seen in this drawing.



The end of war in Europe in 1815 brought a large convict and free settler movement to Australia. Convicts worked for ex-convicts and free settlers to develop saw milling, brewing, leather goods manufacturing and textile production businesses. As more free settlers arrived, demands were made for some voice in the government of the colony. In 1823 the first small steps were made towards democracy when a colony council was appointed consisting of four officials and three colonists.

The 1830s saw the birth of the Australian wool industry, and with it an even greater demand for workers. Free settlers and cheap convict labour cleared the land, built the farms and created the opportunities. Willing and wealthy migrants, like the pioneering Henty family of Victoria, brought their money and took their chances to make their fortune in Australia. More workers were needed in towns and on sheep stations. Merchants and shipping agents, shopkeepers and builders were required to develop services for the rapidly growing population.

Many free settlers did not want to compete with the cheap labour provided by convicts and so they pushed for an end to transportation. A British government report claimed the convict system had little success in reforming criminals and recommended the end of convict transportation as a solution to Britain's law and order problem. In 1840, convict transportation to the New South Wales mainland came to an end.

**RETROFILE**

In the 1820s convicts made up over 40 per cent of the European population; by 1850 they were only 2 per cent.

The Gold Rush of the 1850s brought a massive movement of people across the oceans. Free settlers from around the world gathered on the goldfields of Australia. Transport systems, buildings and cities grew; manufacturing industries were established and the economic development of an independent nation was underway. The export of gold and wool brought wealth to Australia.

By the 1880s over three-quarters of the population had been born in Australia, and regarded themselves as Australians. This was an age of optimism about Australia's future and place in the world. An awareness of nationhood emerged with a distinctive Australian outlook. By the end of the century most Australians lived in towns and cities and had little contact with a pioneering way of life on the Australian frontier. The convicts and free settlers of the early nineteenth century created an image of what it was to be Australian, which lived long beyond their time. In moving across the world and establishing Australia's pastoral industry they had created a legend. The rural life experiences of convicts and free settlers created a myth of the bushmen for Australians born generations later. The bushman was tough but always loyal to his mates, resilient and humorous. He bowed down to no-one and believed in the 'fair go'. He was a drover, a shearer, a **ringer** and a **swagman**. The convicts and free settlers of early Australia built a new society and created an enduring image of what it was to be Australian.

**SOURCE 3** Up to 1000 people landed every day at the bustling pier of Port Melbourne, pictured in 1878. Many were on their way to the goldfields, hoping to make their fortune in this young land of opportunity.



## 1b.8 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Research and communicate

1. Imagine it is the 1880s and you have come to Australia as a free settler. Write a letter to your family in Britain telling them why they should follow you to Australia.

### Develop source skills

2. What is the image presented of 1880s Australia in the **SOURCE 1** extract?
3. What evidence does **SOURCE 3** provide to support the statement that the 1880s was a period of optimism in Australia?

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Complete this digital doc: Worksheet 1b.8 The development of Australia (doc-23113)

# 1b.9 Research project: Female convicts

## 1b.9.1 Scenario and task

The Female Factory Historical Society has launched a new competition aimed at helping people to better understand Australia's convict history and the hardships faced by female convicts. Participants in the competition are asked to write a short story of approximately 600 words based on research conducted into the life and times of a female convict from the period. Your story must be based on factual events, but should elaborate on the information to educate readers about the lives and treatment of women in the female factories. You might like to choose a female convict with the same last name as you. The weblinks in the Resources tab will take you to lists of Australia's female convicts.

## 1b.9.2 Process

- Access your learnON title to watch the introductory video. Although you will write your story individually, you can first form a group with other members of your class to share your research.
- Go to the Resources tab to download the Key Research Questions document. You will need to answer the investigative questions included in this document for each of the following sub-headings:
  - Locations and conditions of female factories around Australia
  - The daily life of female convicts
  - Significant female convicts
  - Your selected female convict.
- Use the content in topic 1b as a starting point for your research. Weblinks are also provided in the Resources tab, to help you with your research. Make notes about interesting and relevant facts under each of the sub-headings. As you research, it is important that you compile a bibliography of the sources you have used to find your information.
- When your research is complete, write your short story. Use the information you have gathered to ensure your work is historically accurate.
- Review your short story, remembering to double-check your spelling and grammar, and make any final adjustments.
- Submit your research notes and bibliography to your teacher along with your completed story.



**learnon** RESOURCES – ONLINE ONLY

Go online to access additional resources such as templates, images and weblinks.

# 1b.10 Review

## 1b.10.1 Review

### KEY TERMS

**abolition** campaign for the ending of slavery

**Berber** a member of a group of north African tribes living in the Sahara

**cockfighting** fight among roosters that are often armed with spurs

**Crown land** a term to describe land that the state owns and the government administers. It is land owned by the public and not by private companies or individuals.

**destitute** lacking any means of income and support

**drover** one who drives cattle and sheep over long distances

**dysentery** infectious disease marked by diarrhoea and dehydration

**Enlightenment** period in the late seventeenth and eighteenth centuries when it was believed reason should come before tradition and superstition

**infrastructure** buildings and permanent structures associated with a system or community

**lean-to** shelter made of wood or iron that is propped up

**maize** cereal plant, also known as corn

**marine** soldier serving on board a ship

**pawnbroker** person who lends money in exchange for a pledge of personal property

**ringer** a station hand such as a stockman or drover

**scurvy** disease marked by bleeding gums and caused by a lack of vitamin C

**sewage** waste matter passing through sewers

**swagman** a man who travels on foot around the country carrying his possessions in a bundle across his shoulders

## 1b.10 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### learnON ONLINE ONLY

1b.10 Activity 1: Check your understanding

1b.10 Activity 2: Practise your historical skills

1b.10 Activity 3: Multiple choice quiz

Go online to access additional end of topic resources such as interactivities and printable worksheets.

## Practise your historical skills

### Comprehension: chronology, terms and concepts

1. Construct a timeline detailing the events and people that have contributed to the movement of peoples across the world during the period 1750 to 1901. Highlight the sequence of events and the chronology by illustrating and annotating your timeline with examples of both written and visual primary source material relevant to your timeline entries. Your timeline could be presented as a series of wall posters or as a PowerPoint presentation.

### Analysis and use of sources

2. Imagine that you are the curator of a local history museum in one of the pre-civil war slave states in the United States. You want to establish an exhibit entitled 'The slave experience'. Put forward a proposal for your exhibit that includes:
  - (a) an overview of artefacts and stories you would want to include in the exhibit
  - (b) a layout design that will visually express the history, experience and impact of slavery through the display of your artefacts.



## Perspectives and interpretations

3. Consider the range of experiences presented in this topic that are associated with the movement of people between 1750 and 1901. In small groups, conduct a role-play in which each student tells a different story and offers a different perspective on the period. Tell the story of a free settler, a convict, an emancipist in New South Wales, a slave, a European plantation owner or a civil war soldier.
4. The Gold Rush brought thousands of people from all around the world to Australia in search of wealth. Research the events of 1850s Gold Rush Australia and design an advertisement for a transport vessel selling tickets for an upcoming voyage to Australia. In your advertisement, present a view of Australia as a land of opportunity, rather than as the convict settlement of the early nineteenth century.
5. Nineteenth-century Australia had its own form of slavery. It was known as blackbirding and was a trade in human lives that was conducted between 1860 and 1900. Pacific Islanders, known as kanakas, were kidnapped to meet the need for workers in the new Fijian and Australian sugar industry. These workers were forced to endure harsh conditions in the tropical heat of the sugarcane plantations. Many died from illness and overwork. Research the history of blackbirding and some of the Australians, such as Samuel Griffith, who spoke out against it. Write a speech to be presented to a group of concerned nineteenth-century citizens explaining Samuel Griffith's concerns about this trade. In your speech, consider the humanitarian issues and the threat blackbirding posed to the Australian economy and working conditions.

## Empathetic understanding

6. The story of Biddy, shown in **SOURCE 1**, illustrates the injustice that existed beyond the reserves and missions of New South Wales. The documentary *Lousy Little Sixpence* provides accounts of the exploitation of Aboriginal girls and women forced to work as domestic servants for white families. The account of life as a slave in **SOURCE 8** in subtopic 1b.3 provides an insight into the harsh conditions endured by women and children working as domestic slaves in North America. Using these and other sources, conduct research into the historical background of the domestic work of women and children during the nineteenth century and write a short story about the life of Delia Garlic or Biddy. Your story could focus on one event or provide an account of their life experience. Write your story in the first person so that your imaginative reconstruction presents events through your character's eyes.

**SOURCE 1** During the nineteenth and twentieth centuries, Aboriginal girls such as 'Biddy', pictured in 1887, provided a cheap source of labour for white families. The work of Aboriginal people as domestic servants, drovers and farm labourers was essential to the development of Australian agriculture.



## Research

7. Research the development and importance of the agricultural industry and the story of the free settlers, convicts and Aboriginal Australians who pioneered it. Create a class wall poster to communicate the significance of their work to the development of the Australian nation.
8. In small groups, discuss why the evidence of the Aboriginal experience and response to European settlement was so often left out of the Australian history books. Compose one question each that you would like to investigate to inform yourself further about this neglected area of Australian history. Your questions could investigate, for example, the smallpox epidemic that spread through the Aboriginal communities of Sydney with First Settlement. Once you have conducted your preliminary research, locate some relevant primary

and secondary sources to assist you in forming a response to your set question. Compile your group findings and present as a short radio presentation or an individual essay on the experiences of Aboriginal people that accompanied the European invasion and settlement of their land.

9. The transportation of convicts brought the first large movement of people to Australia. Research the life and background of a convict settler such as James Ruse, Mary Reiby, Simeon Lord or even a convict ancestor of your own. You may be one of the millions of modern Australians to have convict heritage. Once you have a profile of your chosen convict settler and some biographical information about them, write the story of your convict settler's life. Present your work as a picture book complete with imaginative drawings or illustrations of scenes of early nineteenth-century Australia.

## Explanation and communication

10. Imagine you have been asked to design a promotional poster for a documentary explaining the significance of Lachlan Macquarie and his vision for Australia. Refer to **SOURCE 2** to gain introductory information on his role in changing the lives of convicts and developing Sydney from a penal colony to a welcome destination for free settlers. Write a brief outline or storyboard of the content for the documentary using multimedia to communicate your ideas.

**SOURCE 2** An extract from Lachlan Macquarie to Earl Bathurst in July 1822, in which Macquarie outlines some of his achievements during his term as governor

50.—That the colony has, under my orders and regulations, greatly improved in agriculture, trade, increase of flocks and herds, and wealth of every kind; that the people build better dwelling-houses, and live more comfortably; that they are in a very considerable degree reformed in their moral and religious habits; that they are now less prone to drunkenness, and more industrious; and that crimes have decreased, making due allowance for the late great increase of convict population ...

52.—Even my work of charity, and, as it appeared to me, sound policy, in endeavouring to restore emancipated and reformed convicts to a level with their fellow subjects ...

11. Write a proposal for a film that you want to make on the story of the Triangular Trade across the Atlantic Ocean. Imagine that you are the producer and the driving force behind the film, and you need to convince your investors that this story is one that everybody should know more about. Don't forget to suggest a title and some Hollywood actors that you would like to star in your movie.

12. **SOURCE 3** is an image of life in the Americas for the Africans transported there as slaves. Create a class collage that provides a visual representation of the many experiences of the millions of people who moved around the world in the eighteenth and nineteenth centuries. Your collage should communicate the varied experience of slaves, convicts and the free settlers who looked forward to the challenge of starting a new life in a new land. Locate images showing how these immigrants were transported around the world and what they found when they reached their destinations.

**SOURCE 3** Slaves in North America working on a cotton plantation



# TOPIC 1c

## Progressive ideas and movements

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### 1c.1 Overview

Numerous **videos** and **interactivities** are embedded just where you need them, at the point of learning, in your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). They will help you to learn the content and concepts covered in this topic.

#### LEARNING OUTCOMES

In this topic students will investigate:

- The emergence and nature of key ideas in the period, with a particular focus on one of the following: capitalism, socialism, egalitarianism, nationalism, imperialism, Darwinism, Chartism **1c.2, 1c.3, 1c.4, 1c.5, 1c.6, 1c.7, 1c.8, 1c.9**
- The reasons why one key idea emerged and/or developed a following **1c.2, 1c.3, 1c.4, 1c.5, 1c.6, 1c.7, 1c.8, 1c.9**
- The role of an individual or group in the promotion of one of these key ideas, and the responses to it from, for example, workers, entrepreneurs, land owners, religious groups **1c.2, 1c.3, 1c.4, 1c.5, 1c.6, 1c.7, 1c.8, 1c.9**
- The short- and long-term impacts of one of these ideas on Australia and the world **1c.2, 1c.3, 1c.4, 1c.5, 1c.6, 1c.7, 1c.8, 1c.9**

#### 1c.1.1 Introduction

1750 to 1918 is a remarkable period because so many men and women were prepared to challenge established ways of thinking and doing. Throughout this topic you will learn about people who saw ways of bringing about change.

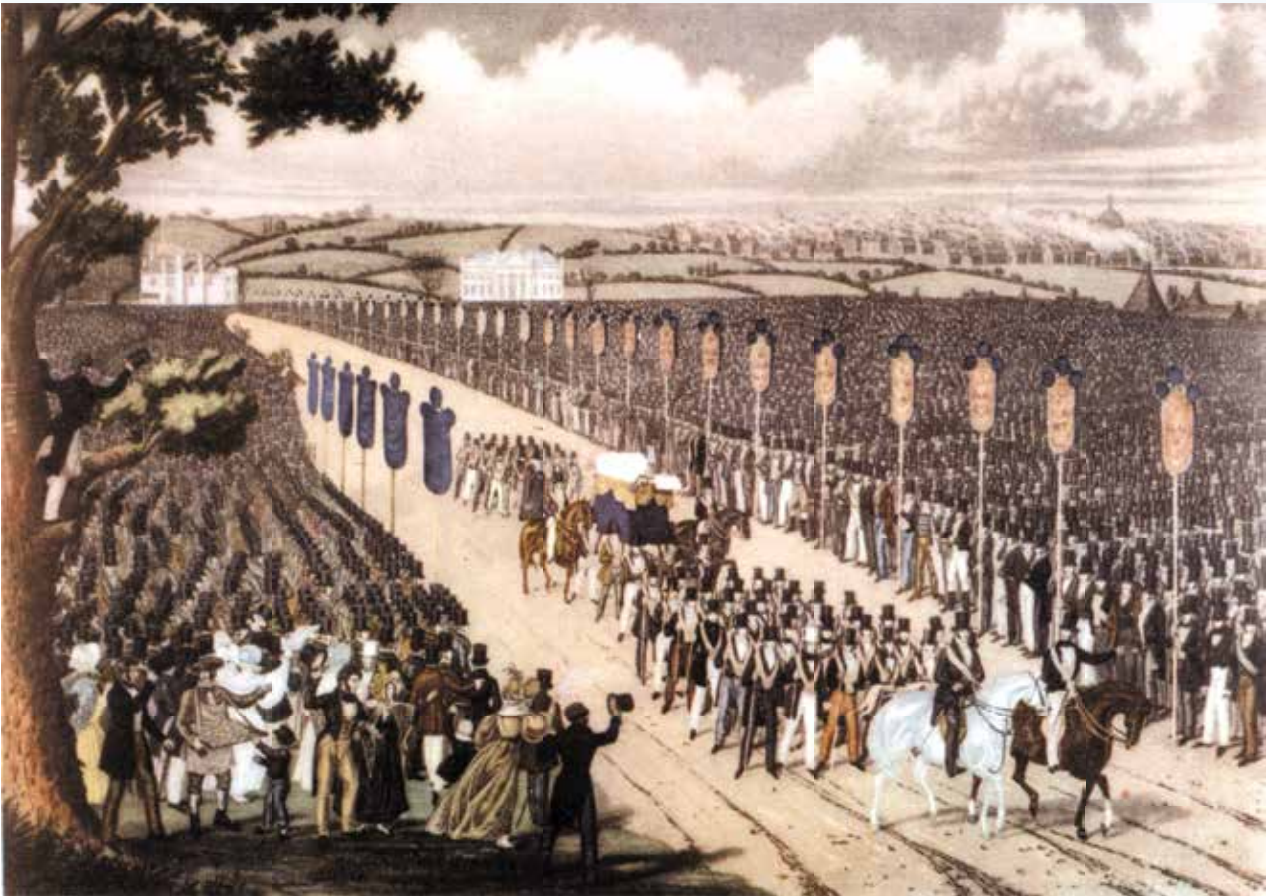
Sometimes their vision was selfish and narrow, and they did not consider how others might suffer in the process of achieving it. Others were more generous and altruistic; they saw the need for change that would improve how people lived and worked:

- the Chartists and Abolitionists saw how laws could make people's lives better
- Adam Smith and Charles Darwin showed new ways of thinking
- capitalism, imperialism and socialism all claimed to provide advantages for society.

In their time, these concepts inspired, annoyed, amused and shocked. Today, they continue to affect attitudes and events.



**SOURCE 1** W. Summers' contemporary engraving showing a mass demonstration in support of the Tolpuddle Martyrs on Copenhagen Fields, London, in 1834



## Starter questions

1. How can we feel pride and a sense of achievement by learning about past events?
2. What can we learn about the development of our society by studying the actions and events of the past?
3. **SOURCE 1** shows crowds of people supporting the Tolpuddle Martyrs, six farm labourers who were transported to Australia for attempting to form trade unions in response to their wages being cut. What do you know about modern-day Australian laws about employment and unions?
4. Some progressive ideas begin with an ambition to create a better world. If you could start your own perfect society from scratch, how would it work?

# 1c.2 Emerging ideas and movements

## 1c.2.1 The Enlightenment

The term *progress* suggests forward movement — bringing improvement to the status quo (present situation). When we examine the period 1750 to 1918, we are struck by the rapid changes in areas such as manufacturing and trade. But it was also an era of profound change in the way many people thought about the world in which they lived. The ‘progressive’ ideas of this period challenged established beliefs and institutions, and underpinned a number of key events and movements that have had a lasting effect to this day. Of course, as with any change to the status quo, along with those who supported these new ideas, there were those reluctant to accept change and who outwardly opposed these movements — sometimes resulting in violent clashes.



The writers of the Enlightenment were inspired by earlier figures such as John Locke and Immanuel Kant who had stressed the need to apply reason to find truth; to break away from the darkness of ignorance and superstition and to question established beliefs and practices. Locke wrote, ‘New opinions are always suspected, and usually opposed, without any other reason because they are not common.’

The Enlightenment inspired radical thought about the nature and structure of society. It developed in a number of countries and drew on the ideas of thinkers such as Galileo and Newton, who had challenged established beliefs about the universe. The ‘scientific method’, it was thought, could be used to examine the organisation of society and the individual’s freedom and rights, and could be applied across all areas of thought. Descartes’ maxim, ‘I think, therefore I am’, underlines each human being’s ability to think and make decisions. While many of these thinkers were French, there were others elsewhere who advocated similar beliefs. Most of them took an optimistic view, perceiving a world in which human beings would enjoy freedom and equality. Rousseau lamented the lack of freedom: ‘Man is born free, but everywhere he is in chains.’

#### SOURCE 1 Some opinions of the Enlightenment’s *lumières*

- I disapprove of what you say, but I will defend to the death your right to say it. *Voltaire*
- The divine right of husbands, like the divine right of kings, may, it is hoped, in this enlightened age, be contested. *Mary Wollstonecraft*
- Man is born free and everywhere he is in chains. *Jean-Jacques Rousseau*
- To become truly great, one must stand with the people, not above them. *Montesquieu*

#### RETROFILE

*Lumières*, the French word for lights, was used in 1733 by Jean-Baptiste Dubos to describe people whose ideas questioned accepted beliefs, shedding light on the structure of society and its faults such as the lack of rights. They proposed a new order: power would no longer rest with an individual or the elite. There would be greater freedom and the wishes of the majority would not be ignored.

The term *philosophes* (another French word) is often used to refer to these writers because they were presenting a new philosophy or search for knowledge.

#### RETROFILE

Mary Wollstonecraft was the mother of Mary (Wollstonecraft) Shelley, who wrote *Frankenstein*.

## 1c.2.2 The American War of Independence

The ideas of the Enlightenment were an important influence on the thinking of the founding fathers of the United States, such as Benjamin Franklin and Thomas Jefferson. This is evident in the wording of the Declaration of Independence, with its emphasis on the individual’s equality and the right to ‘life, liberty and the pursuit of happiness’.

### Reasons for war

Britain sought to recoup the cost of its war involvements from its 13 American colonies through taxes and restrictions on trade. Taxes were imposed on items such as sugar, documents and paper-based products, making daily life more expensive for the colonists. In addition, Britain’s mercantilist policy operated in its interests and against those of the colonies. British ships and manufacturers, for example, had a **monopoly** on trade. All of this was carried out without consultation, and imposed on the colonies to Britain’s advantage.

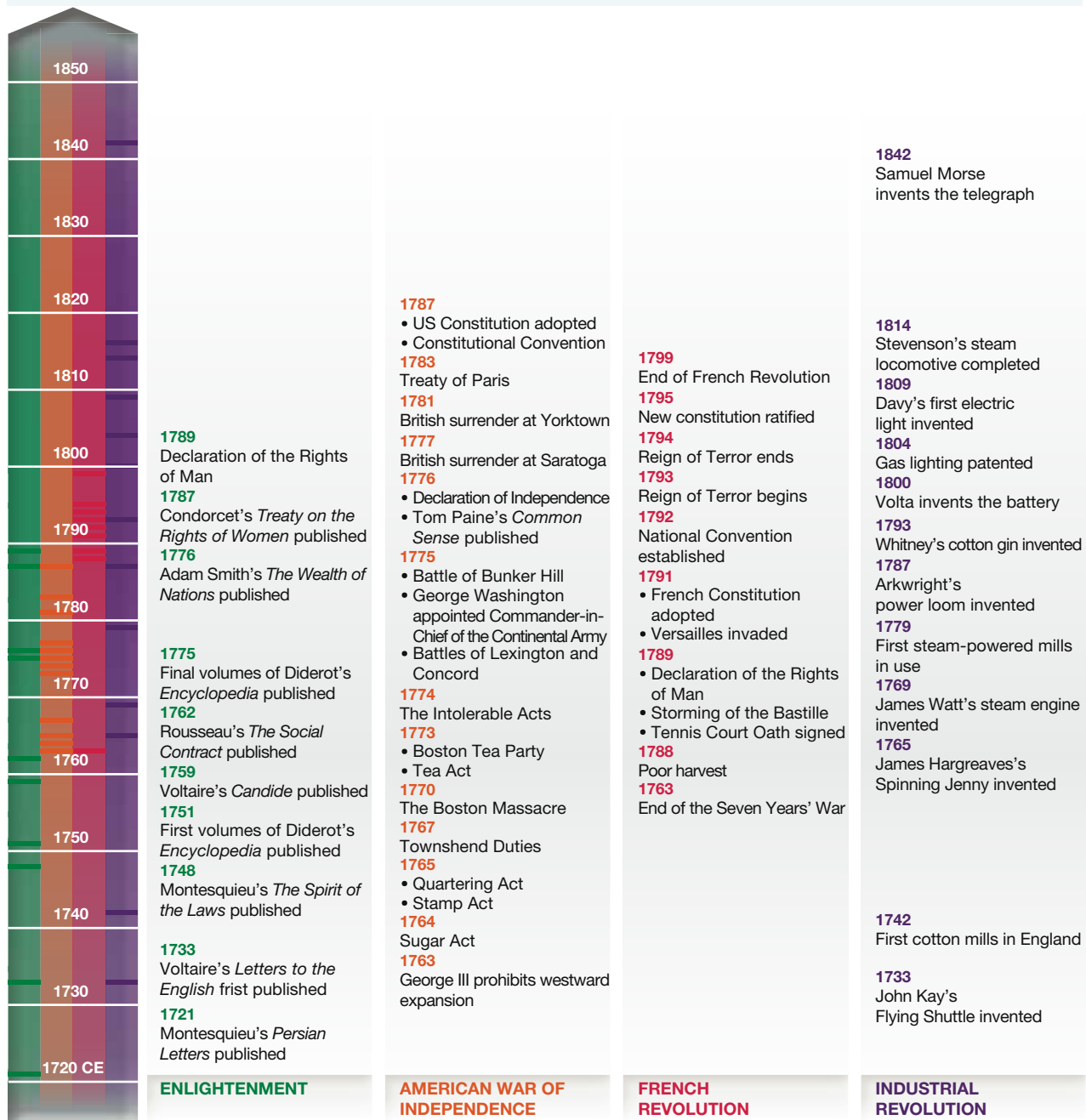
Many colonists also resented the fact that Britain was dictating the limits of settlement. This was seen as another infringement of their rights when they had no-one to represent them in the British parliament. The American War of Independence can be seen as a reaction to the restrictions imposed by Britain. ‘No taxation without representation’ was a rallying cry.

## 1c.2.3 The French Revolution 1789

In the late eighteenth century, there was widespread discontent among the French people. The nation faced bankruptcy and the heavy burden of taxation fell on the middle classes, yet the two wealthy classes — the clergy and the nobility — paid no tax. While ordinary people endured bread shortages and starvation, the court at Versailles revelled in lavish parties. Louis XVI reigned as an absolute monarch, lacking contact with the reality of the hardship in his subjects' lives and the demand for political reform.

The ideas of the Enlightenment found a ready audience among the discontented French populace. With its questioning of the individual's lack of rights, the Enlightenment struck at the core of this discontent and fuelled the revolution that would change French society forever.

**SOURCE 2** A timeline of key events from the early eighteenth century to the mid nineteenth century



## RETROFILE

The Seven Years' War, from 1756 to 1763 (in the United States; also known as The French and Indian War), was a global war that resulted in huge loss of territory by France and Spain to Britain. Massive debts were incurred by both Britain and France. Britain's success gave it the world's largest empire. France's bitterness led to its involvement in the American War of Independence.

### 1c.2.4 The Industrial Revolution 1760–1840

The Industrial Revolution, which began in Britain, brought extraordinary changes to people's lives (see topic 1a). It was driven by a chain of innovative designs and inventions that altered the way people lived and worked. The introduction of new machines and the building of factories led to the virtual demise of cottage-based industry and to the large-scale depopulation of the countryside. New sources of energy, methods of manufacture and materials enabled cheaper and faster manufacture of goods. As machines replaced or changed the work of people, thousands were left jobless — poverty was widespread and, for those lucky enough to be in work, conditions were often hazardous. Workers had few, if any, rights, and faced the threat of injury or even death in the course of their daily work. Out of this situation was born the Chartist movement, which sought to improve workers' conditions through gaining parliamentary representation of working people — a radical concept for its time that would have a lasting impact on society.

**Source 3** provides a brief outline of the key elements of the main progressive movements of the period 1750–1918. You will study one of these movements in detail, but it is useful to be aware of the significance of all of these movements in their time and since.

**SOURCE 3** An overview of the progressive movements of the early eighteenth century to the mid nineteenth century

Movement	Key features	Key figure(s)	Influence/relevance
<b>Capitalism</b>	An economic system with emphasis on private ownership, individual liberty and a free market	Scottish philosopher Adam Smith	Capitalism is the system of economics operating in most countries today.
<b>Chartism</b>	A movement in Britain from c.1834–60 with the aim of creating a more democratic society	Francis Place, Feargus O'Connor and William Lovett	<ul style="list-style-type: none"><li>• Chartist rallied widespread support.</li><li>• Five of the Charter's six points were eventually achieved.</li><li>• Chartist ideas were influential in Australia.</li></ul>
<b>Darwinism</b>	A theory of biological evolution that a species survives by adapting to environmental conditions	Charles Darwin	Caused controversy by questioning the theory of Creationism and established new guidelines for the study of life forms
<b>Egalitarianism</b>	A belief in the equality of people and of opportunity	Enlightenment writers such as Montesquieu, Rousseau and Voltaire	Continues to shape opinions about liberty and authority
<b>Imperialism</b>	The practice of empire-building	Until the twentieth century, usually European autocrats and their agents	Claimed large areas of the globe, imposing law, language and culture
<b>Nationalism</b>	A feeling of common identity, and loyalty to a particular nation or region; in an extreme form, involves feelings of superiority and a desire to dominate	—	Desire for self-determination or control
<b>Socialism</b>	An economic and/or political system in which the means of production and distribution are vested in the state	Robert Owen, Charles Fourier and the Fabian Society	Many developed countries have accepted responsibility for areas such as health, education and social welfare.

## RETROFILE

*Luddites* is a term used today to describe people opposed or resistant to new technology. Ned Ludd was the (probably mythical) leader of protesting textile workers, the Luddites, who believed their livelihoods to be threatened by changes in the production of cloth in the north of England c.1811. They strongly criticised the technology, regarding it as 'hurtful to the Commonality'; that is, to the common good.

## 1c.2 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. Describe the progress that took place in the period between 1750 and 1918.
2. What is the best definition for the term 'status quo'?
3. What did the thinkers of the Enlightenment believe that the scientific method could help to examine?
4. What outcome did many of the thinkers of the Enlightenment hope their work would help to bring about for humanity?
5. In writing The Declaration of Independence, what were the founding fathers of the United States influenced by?
6. List the aspects of British society that remained stable, increased or decreased during the Industrial Revolution.

### Develop source skills

7. Analyse the quotations in **SOURCE 1** and describe how each supports the Enlightenment's philosophy of creating a more equal society.
8. Choose one of the writers quoted in **SOURCE 1**. Research this writer and prepare material for a PowerPoint presentation on his or her contribution to the Enlightenment.

# 1c.3 Capitalism

## 1c.3.1 Mercantilism: capitalism's predecessor

**Capitalism** is the system of economics that operates today in most countries. The term comes from *caput*, the Latin for head, as in head of cattle, a seventeenth-century measure of wealth. Capitalism is based on the creation of wealth. The means of production and distribution remain with the individual or corporation, free to pursue profit through production or provision of goods or services.

The term mercantilism comes from Latin through French to the words *merchant* and *merchandise*: the seller and the goods for sale. Under the mercantilist system of trading:

- trade was controlled by the state
- protectionist policies favoured the home country
- the home country had a monopoly over ports, shops and crews
- bullion (gold and silver) was regarded as the basis of a nation's wealth
- trade with colonies provided resources (raw materials) and markets
- exports exceeded imports.

### The decline of mercantilism

Mercantilism thrived in a time when autocratic states had the means to impose restrictions. Its focus was on national power and maintaining a favourable balance of trade. All of this was based on the need to minimise any drain on the nation's wealth. The development of new ideas about liberty and personal freedom, however, resulted in questions about mercantilism's validity as an economic system.



### 1c.3.2 The ‘father of capitalism’: Adam Smith

Adam Smith (1723–1790) was a Scottish philosopher who pioneered economic theory. In 1776 he published *An Inquiry into the Nature and Causes of the Wealth of Nations*, which is sometimes called the ‘bible of capitalist theory’. It challenged mercantilist theories about finance by proposing the policy of *laissez-faire* (French for ‘leave be’), which would remove restrictions on trade. Smith stated that the removal of control by government would encourage an expansion of trade and profit. Because self-interest — and the profit motive — guarantees success, enterprising individuals would boost the nation’s economy by generating wealth and employment.

Smith said that a nation’s wealth was the total of its production and trade, not just its bullion. The Industrial Revolution allowed large-scale production of items such as cloth, which could not be absorbed by the local market; if exported, they would return profits to Britain.

Smith’s positive views led him to believe that competition and market forces would ensure fairness and discourage selfishness. The government had to administer justice for all citizens and must provide ‘those public institutions and works ... advantageous to a great society’. Some economists have disputed the claim that Smith was opposed to all government intervention.

Other key figures in capitalist theory include David Hume, David Ricardo and John Stuart Mill — philosophers and economic theorists who contributed ideas in relation to concepts such as free trade, taxation and the relationship between economic behaviour and other aspects of life.

**SOURCE 1** Adam Smith’s image on a Bank of England twenty-pound note



**SOURCE 2** An extract from J.K. Galbraith’s *The Age of Uncertainty* (pub. 1977). J.K. Galbraith was an influential economist during the twentieth century.

The wealth of a nation results from the diligent pursuit by each of its citizens of his own interests — when he reaps the resulting reward or suffers any resulting penalties. In serving his own interests, the individual serves the public interest. In Smith’s greatest phrase, he is guided to do so as though by an unseen hand. Better the unseen hand than the visible, inept and **predacious** hand of the state.

#### **Pins and the division of labor**

Along with the pursuit of self-interest, the wealth of a nation was also enhanced by the division of labor. To this — broadly speaking, the superior efficiency of specialization — Smith attributed the greatest importance. Some of the gains were from specialization; some were from the fact that countries specialized in particular products or lines of trade. Some gains were from specialization within the industrial process. ‘The greatest improvement in the productive powers of labor, and the greater part of the skill, dexterity, and judgement with which it is anywhere directed, or applied, seem to have been the effects of the division of labor.’

Here is how Smith described the division of labor in his most notable case; in his pursuit of information he must have encountered the manufacture of pins and observed the process with his usual care:

One man draws out a wire, another straightens it, a third cuts it, a fourth points it, a fifth grinds it at the top for receiving the head; to make the head requires two or three distinct operations; to put it on, is a peculiar business, to whiten the pins is another; it is even a trade by itself to put them into the paper ...

Ten men so dividing the labor, Smith calculated, could make 48 000 pins a day, 4800 apiece. One man doing all the operations would make maybe one, maybe twenty.

#### **RETROFILE**

The assembly line in Henry Ford’s car plants bore a strong resemblance to Adam Smith’s description of pin production. Because workers concentrated on separate, specialised parts of the production process, more items could be produced and at a faster rate; thus, more capital was generated.

### 1c.3.3 Early capitalist activity: two trading companies

In 1600 and 1602 respectively, the British East India Company and the Dutch East India Company (VOC) commenced trading, paying substantial dividends on the capital investors had subscribed. The companies had great freedom in the administration of their trading bases; their merchant fleets and armed forces helped the company to enforce its rules and increase profits.

#### The VOC

VOC comes from the company's Dutch name *Vereenigde Oost-Indische Compagnie*. The Dutch were determined to break the Portuguese monopoly of trade in the Spice Islands and to limit the activities of the British. Partly to fund its monopoly of the nutmeg trade in Banda, an island group 2000 kilometres east of Java, the VOC traded another colony, New Amsterdam (now Manhattan), to Britain.

There is no doubt the VOC prospered; it paid 40 per cent to its investors in 1670 and often paid annual dividends of 18 per cent for almost 200 years. The Dutch government assumed control after corruption forced the VOC into bankruptcy in 1800.

**SOURCE 3** Flag of the Dutch East India Company



#### RETROFILE

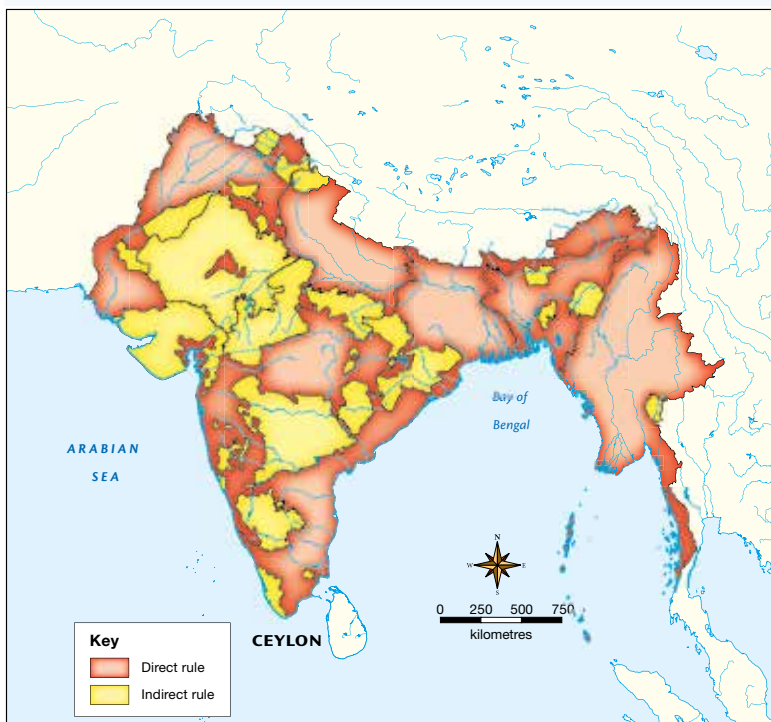
Where possible, the trading companies tried to gain a monopoly on a product. A spice such as nutmeg promised large financial gains because of the high demand. The spice is commonly used in food preparation, but there were also claims about its medicinal benefits. Some people claimed it could help in the treatment of various conditions and diseases, including the plague.

#### The HEIC

The British East India Company and a rival company amalgamated in 1708 to form the Honourable East India Company (HEIC). When it began trading, its focus was on the spice trade, but it turned its attention to India where it established posts. Trading mainly in cotton, silk, tea and indigo dye, eventually it gained control of large areas of land. It acted as an informal arm for Britain.

China's tea, fine fabrics and porcelain proved highly profitable commodities, but there was growing resentment of the company's monopoly, which the British government ended in 1813 in India and in 1833 in China. The Colonial Office assumed full control in India in 1857; the company ceased trading in 1873.

**SOURCE 4** A map showing the HEIC's influence in India in 1857



**SOURCE 5** Flag of the British East India Company



### 1c.3.4 The Opium Wars (1839–1842 and 1856–1860)

At a time of growing Imperialism, China wanted to remain closed to external influences. To implement this policy, it attempted to restrict trade by limiting the number of ports open to foreign vessels. Like other European countries, the British had developed a passion for Chinese goods, especially tea. The demand became so great that Britain wanted to reduce the amount of silver flowing out of the country to China. The British decided that one way to reduce their financial losses would be through the sale of opium to the Chinese. The Chinese emperor was concerned that many wealthy people were already using the drug. Even worse than the loss of currency was the high rate of addiction that disrupted the proper functioning of society; there were as many as 12 million addicts.

The emperor wanted to ban the opium trade and in 1839 he appointed Lin Zehu to end it. His attempts were unsuccessful and inflamed relations with Britain. In the two wars that followed (known as the Opium Wars), the Chinese defences were no match for British gunboats.

**SOURCE 6** Thomas Arnold's opinion of the First Opium War, 1840. Thomas Arnold was a poet, inspector of schools and Oxford professor.

This war with China ... really seems to me so wicked as to be a national sin of the greatest possible magnitude, and it distresses me very deeply. Cannot anything be done by petition or otherwise to awaken men's minds to the dreadful guilt we are incurring? I really do not remember, in any history, of a war undertaken with such combined injustice and baseness. Ordinary wars of conquest are to me far less wicked, than to go to war in order to maintain smuggling, and that smuggling consisting in the introduction of a demoralizing drug, which the government of China wishes to keep out, and which we, for the lucre of gain, want to introduce by force; and in this quarrel are going to burn and slay in the pride of our supposed superiority.

Eventually, the Chinese had to accept treaties that were so severe that they referred to them as 'Unequal Treaties'. Other powers, including France, Germany, the USA, Russia and Japan, made China accept similar treaties enforcing 'spheres of influence' where foreign powers could operate. At the end of the First Opium War, the Treaty of Nanking imposed very harsh terms on the Chinese — in very diplomatic language.

### 1c.3.5 Capitalism today

In the nineteenth and early twentieth centuries, **socialism** was proposed as a way of addressing some of capitalism's failings (see subtopic 1c.9). Robert Owen, for example, thought that socialism could improve the lives of working people. In Eastern Europe and some other areas where **communism** was adopted, aspects of capitalism have also been incorporated.

Capitalism has emerged as the dominant economic system in most developed countries. After the collapse of the communist-run Soviet Union, and its dissolution in 1991, privatisation in its former states was adopted on a large scale.

**SOURCE 7** An 1898 cartoon by French political cartoonist Henri Meyer, showing the division of China



#### SOURCE 8 Extracts from the Treaty of Nanjing (Nanking), 1842

##### ARTICLE III

It being obviously necessary and desirable, that British Subjects should have some Port whereat they may careen and refit their Ships, when required, and keep Stores for that purpose, His Majesty the Emperor of China cedes to Her Majesty the Queen of Great Britain, etc., the Island of Hongkong, to be possessed in perpetuity by Her Britannic Majesty, Her Heirs and Successors, and to be governed by such Laws and Regulations as Her Majesty the Queen of Great Britain, etc., shall see fit to direct.

##### ARTICLE IV

The Emperor of China agrees to pay the sum of Six Millions of Dollars as the value of Opium which was delivered up at Canton in the month of March 1839, as a Ransom for the lives of Her Britannic Majesty's Superintendent and Subjects, who had been imprisoned and threatened with death by the Chinese High Officers.

Although the Communist Party maintains political control in mainland China, various features of capitalism have emerged. Both Russia and China have witnessed the growth of a wealthy elite, a growing middle class and the conspicuous consumption that has been a hallmark of capitalist societies.

Today, while capitalism is the basis of the economy in most developed countries, there is still debate about the level of government involvement. In the twentieth century, economist John Maynard Keynes was very influential in the formulation of economic policies. He saw that government sometimes needed to play a part; many countries now have 'mixed economies' — capitalism combined with some aspects of socialism.

In Australia before Federation there was conflict between the ideas of free trade and protectionism; in some respects this mirrored the capitalism–mercantilism struggle. For much of our history a two-party political system has predominated, with the conservative parties being strongly aligned with capitalism, but in recent times there has been a blurring of 'class' divisions. Today, both major political parties support fundamental aspects of capitalism but also recognise the need for government involvement.

### 1c.3 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

#### Check knowledge and understanding

1. List the basic points of Adam Smith's beliefs about the creation of wealth.
2. Explain how the Industrial Revolution affected the growth of capitalism.
3. Why did China and Britain fight the Opium Wars?
4. Describe the results of those wars.

#### Develop source skills

5. Refer to **SOURCE 2** to answer the following questions.
  - (a) Name two ways of increasing a nation's wealth.
  - (b) Why does Smith describe the nation's hand as 'visible, inept and predacious'?
  - (c) Explain why **SOURCE 2** might be more useful to a Year 9 student than the original text from which it is drawn.
6. Use **SOURCE 6** to answer the following questions.
  - (a) What is the writer's opinion of the war?
  - (b) How does he convey that opinion?
  - (c) What suggestions does he make?
7. Use **SOURCES 7** and **8** to answer the following questions.
  - (a) What types of compensation did the British demand?
  - (b) Why would the Chinese describe the treaties as 'unequal'?
  - (c) Explain the cartoonist's message in **SOURCE 7**.



# 1c.4 Chartism 1836–1860

## 1c.4.1 The origins of Chartism

Chartism takes its name from the People's Charter, a list of six points to extend voting rights in Britain to create a more democratic society.

Chartism grew from discontent. In 1780, fewer than three per cent of men were entitled to vote. Even after the *Representation of the People Act 1832* (also known as the first Reform Act or Great Reform Act) extended the vote, six out of seven men were still excluded by a property qualification; they did not occupy property with rates of ten pounds sterling per year.

### The context

The Industrial Revolution, while bringing great wealth to some, also created conditions that fed discontent. Weavers, for example, were displaced from their looms and their cottages as machinery could now carry out their work at far greater volume and speed. If they found factory employment, it was as what they saw as slaves to the machines. Their work and housing conditions were appalling.

### 1832: parliamentary representation denied

Many working people felt that the way to improve their lives was to have sympathetic members of parliament to represent them. They had hoped that the Great Reform Act of 1832 would give them the vote, but their first petition described it as 'a transfer of power from one domineering faction to another'. The wealthy land-owning classes had been joined in parliament by the middle-class city property owners such as bankers and shopkeepers. The harsh new Poor Laws they introduced in 1834 revealed their attitude to those living in poverty. People unable to support themselves would be sent to a workhouse, where families could be separated and the able-bodied given menial and cruel tasks to perform. Essentially, people were blamed and punished for their poverty.

### Protest movements

Throughout the 1830s, organisations were formed in various parts of Britain in response to issues such as 'industrial distress' and the treatment of those like the Tolpuddle Martyrs — six farm labourers who were transported to Australia for attempting to form trade unions in response to their wages being cut.

**SOURCE 1** A nineteenth-century coloured wood carving of King John signing the Magna Carta



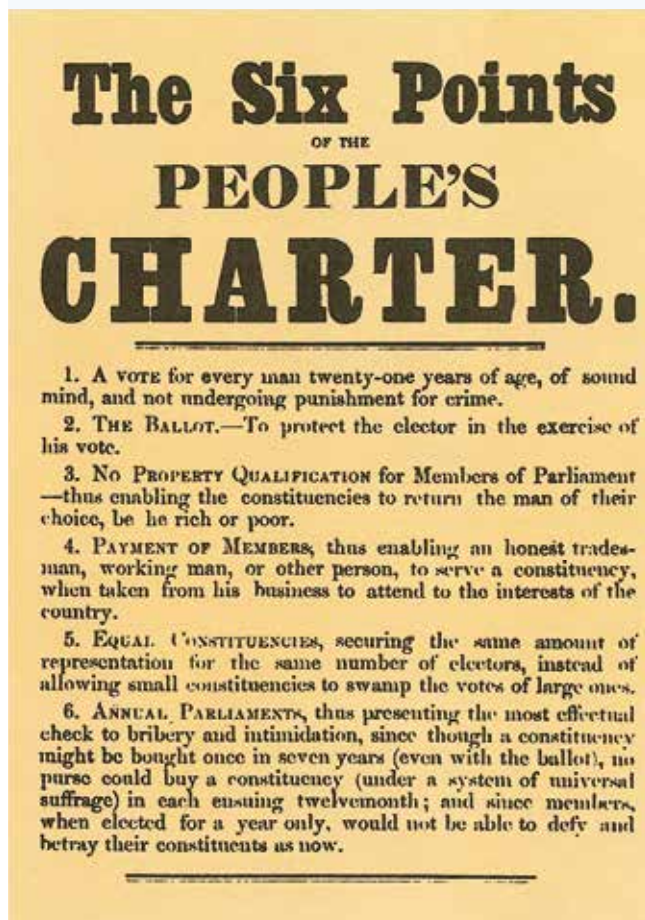
**SOURCE 2** An extract from Thomas Paine's 1791 book, *The Rights of Man*

The county of Yorkshire, which contains near a million of souls, sends two county members; and so does the county of Rutland, which contains not an hundredth part of that number. The town of old Sarum, which contains not three houses, sends two members; and the town of Manchester, which contains upwards of sixty thousand souls, is not admitted to send any. Is there any principle in these things?

## 1c.4.2 The people's charter

In 1837, William Lovett and Francis Place, two leading members of the London Working Men's Association — an organisation of skilled tradesmen, clerks and some professionals — drew up a document called the People's Charter. In May 1838 it was published in London and then in Birmingham.

**SOURCE 3** A contemporary printing of the People's Charter



**SOURCE 4** A contemporary printing of a poster for a Chartist demonstration



### RETROFILE

The People's Charter echoes the name of a much earlier document — the Magna Carta (the Great Charter). This was a document to limit the powers of the king which the barons imposed on him in 1215. Clause 39 guaranteed the right to trial by jury.

### William Lovett and 'moral force'

William Lovett was a moderate who had made sacrifices for his beliefs: his household possessions had been seized and he had been jailed for refusing to enrol in the militia. 'No vote, no musket' was his slogan. He placed his faith in 'moral force' and in peaceful means to bring about reform. Lovett was forward-thinking — he believed women should have the vote (about one-fifth of Chartists were women). He did not actually join the National Charter Association himself.

Lovett was sentenced to a year in prison for 'treacherous libel' because at a rally some placards carried his complaints about the behaviour of the militia. He had described the 'peelers' (police) as 'bloody and

unconstitutional'. While Lovett was in jail, he wrote a book for the National Association for Promoting the Political and Social Advancement of the People. It outlined a new plan of action; education and social improvement. After his release, he concentrated on those issues and in 1841 set up an association to promote them. Imprisoned Chartists were treated harshly and were poorly fed. Lovett's health suffered as a result and troubled him for the rest of his life.

### RETROFILE

Sir Robert Peel established the London Metropolitan Police. From his name come two colloquial terms to describe British police: 'bobbies' and 'peelers'.

## The 'physical force' Chartists

Other Chartists, especially in the industrialised regions, chose a more militant course. Foremost among them was Feargus O'Connor who set up the National Charter Association in 1840. He was a Member of Parliament and newspaper owner, who thought 'physical force' or direct action was more likely to succeed than 'moral force'. He spent eighteen months in jail for publishing 'seditious libel'.

O'Connor was a fiery orator whose speeches stirred the crowds at rallies; his zeal and determination gave momentum to Chartism in its second phase. His compassion for those suffering under the Poor Law regulations added to his status as the 'Lion of Freedom'. About 40 000 attended his funeral in 1855. Recent research has given him greater recognition and enhanced his reputation as a workers' advocate.

## Chartist tactics

Between 1839 and 1848, the Chartists presented petitions to parliament. The first 'monster' petition had the support of only 46 members of parliament — 235 voted against it. The third petition was opposed by all but 15 parliamentarians. The large crowd was refused permission to accompany the petition to the House of Commons, a further slight to the Chartists and their supporters. Other forms of protest carried out by the Chartists included lectures, sit-ins, distributing handbills, torchlight processions and strikes.

Sometimes less peaceful tactics were used. Disturbances took place in Newport, Sheffield and Bradford. Police spies had alerted the authorities in advance and military force was used against the protesters. Many of the Chartists were arrested and sentenced to hard labour. Some were transported to Australia.

### 1c.4.3 Chartism's opponents

Many of those who gained the right to vote with the passage of the 1832 Reform Act opposed any further extension of the vote. Chartism's opponents saw the People's Charter as a revolutionary attack, not just on their privilege, but on the whole structure of society. The French Revolution and events in Europe in 1848 fed this fear. The Chartist petitions were ridiculed and rejected. Magazines and newspapers such as *The Times* and *Punch* depicted the 'physical force' Chartists as 'ultra radicals' — 'a scum of rabble' determined to overthrow the established order. Although there were active Christians among the Chartists, the mainstream churches were generally opposed to the movement. The government, wary of the growth of militant Chartism, introduced measures to prevent demonstrations: armed force was used to quell unrest; Chartist mail was seized; Chartist leaders were arrested and faced harsh sentences — jail for some, transportation to Australia for 102 others.

### 1c.4.4 Chartism's achievements

Some claim that Chartism died in 1848. In fact, the movement was ahead of its time and the justice of its demands was recognised in the eventual implementation of all but the sixth point of the Charter.



Chartist principles remained a driving force of many of its adherents, including expatriates — the ideal of greater democracy established in the gradual extension of the franchise. Chartism succeeded as a mass movement that inspired collaboration and gave a voice to those seeking reform. In an era lacking mass education, it played an important role by establishing schools, libraries and reading rooms.

### 1c.4.5 Chartism in Australia

Apart from the Chartists deported as convicts, others came to Australia as free settlers hoping for a new life and better conditions. Some of these early Australian Chartists included:

- George Black, who established *The Gold Diggers' Advocate*
- Edward Hawksley, who edited *The People's Advocate*
- William Cuffay, who fought for democratic rights in Tasmania.

Chartists who settled in Australia brought with them their desire for reform and many became involved in movements such as the Ballarat Reform League, the eight-hour-day campaign, and the Eureka rebellion — movements which, it could be said, echoed many of the six points of the People's Charter.

**SOURCE 5** A William Kilburn photograph of the Great Chartist Rally at Kennington Common on 10 April 1848. (These were the first photographs of crowd scenes.)



## 1c.4 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. Why did the 1832 *Reform Act* satisfy so few people?
2. List the problems faced by working people.
3. Explain the difference between 'moral force' and 'physical force' Chartists.
4. How did people protest?
5. How did the authorities treat protesters?

### Research and empathetic understanding

6. Research the 1834 Poor Law and the workhouse system.
  - (a) Write a speech about this law that you would deliver as a newly-elected member of parliament.
  - (b) Write a speech about this law that you would deliver as someone released from a workhouse.

### Develop source skills

7. Use **SOURCE 3** to answer the following questions.
  - (a) How would you explain what this source is?
  - (b) List the people allowed to vote.
  - (c) Name two limitations on the number of parliamentarians.
  - (d) How would point 5 make the electoral system fairer?
8. What was the purpose of the poster in **SOURCE 4**?
9. Explain why the poster in **SOURCE 4** would alarm some people.



# 1c.5 Darwinism

## 1c.5.1 Charles Darwin

Darwinism is a term of convenience or ‘shorthand’ to describe a number of theories explaining the origins of species. Its name is derived from that of Charles Darwin (1809–1882), who won recognition as the foremost scientist in the field of evolutionary theory.

Darwin’s strong interest in natural history led him to consider existing theories and the work of other scientists on what they called **transmutation**, the change in species over time. Darwin referred to it as ‘**mutation** by descent’. Today the term **evolution** is commonly used. Its basis is that species adapt over long periods of time in response to changes in the environment.

Charles Darwin is generally acknowledged as the originator of the idea of evolution, but there were earlier scientists whose work related to his. These include:

- Pierre de Maupertuis (1698–1759): formulated ideas about genetic fitness
- Jean-Baptiste Lamarck (1744–1829): formulated ideas about organism change
- Georges-Louis Leclerc (1707–1788): theorised that all life is part of a chain.

**SOURCE 1** An 1816 chalk drawing by Ellen Sharples of Charles Darwin (aged 6) and his sister Catherine



### The Wedgwood family

Charles Darwin’s mother, Emma, was a member of the wealthy and influential Wedgwood family whose members had taken a very strong anti-slavery (abolitionist) stance. Their chinaware was labelled, ‘God Hath Made of One Blood All Nations of Men’. Darwin’s opposition to slavery owed much to that thinking and hence his desire to prove that all human beings shared a common ancestry.

## 1c.5.2 The Beagle’s voyage (1831–1836)

Darwin’s qualifications, financial and academic, enabled him to join the voyage of Captain Robert Fitzroy’s HMS *Beagle*. Darwin later wrote about this round-the-world journey of discovery of five years away from home. He travelled inland from various ports, saw wondrous creatures and collected fossils.

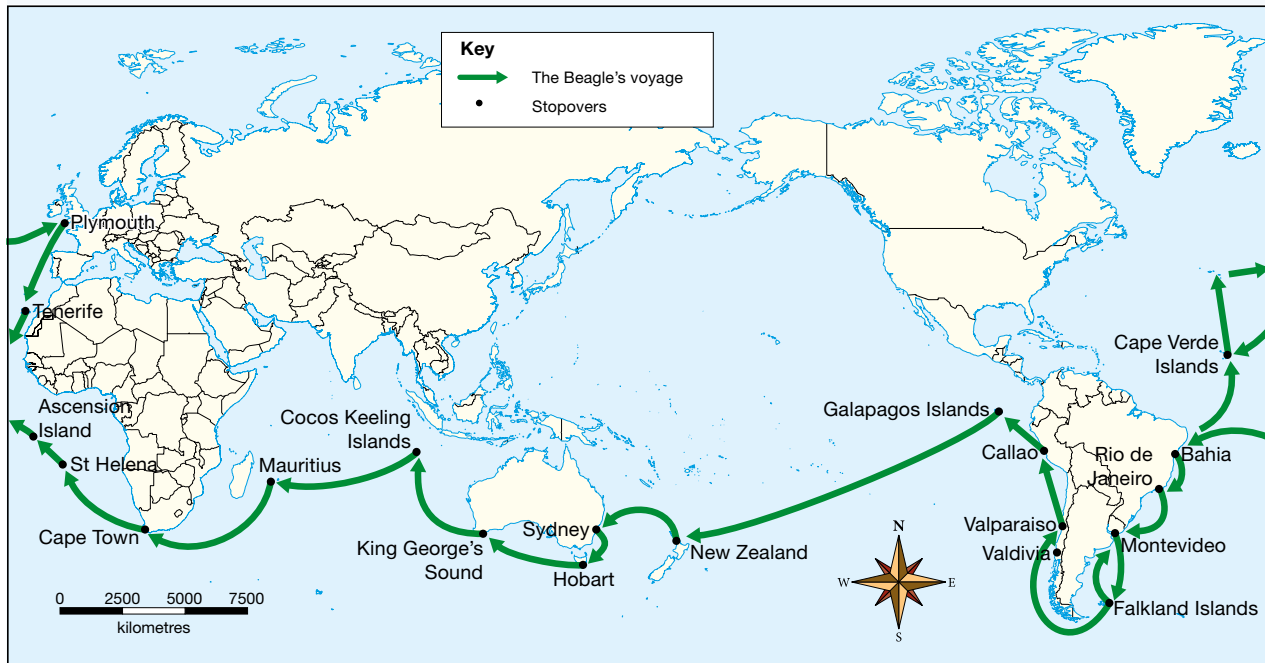
Captain Fitzroy’s task was to provide the British Hydrographic (Mapping) Office with accurate charts for travel to South America where adventurers might find the fabled gold of **El Dorado**. The Spanish had amassed a fortune of the precious metal and the British hoped the *Beagle*’s voyage would help gain a share for Britain.

Apart from his official task of mapping, Darwin used the journey to observe and make notes in a series of journals, some of which he forwarded to his family. When he returned home, his luggage included more journals of zoological and geological notes, and thousands of specimens for his collection.

**SOURCE 2** A Wedgwood anti-slavery medallion. Josiah Wedgwood, Charles’ grandfather, designed the famous abolitionist cameo inscribed ‘Am I not a man and a brother?’



**SOURCE 3** A map of the *Beagle's* voyage



## Travel and knowledge

At times Darwin was able to travel away from the ship, allowing him to see:

- at the Cape Verde Islands: a band of seashell sediments above sea level
- at Punta Alta: fossils of huge animals that no longer existed
- a resemblance between the fossils and existing animals
- high in the Andes Mountains: a bed of seashells.

This evidence suggested that earthquakes had caused the upward movement of the Earth.

## Geology

On the voyage Darwin read a copy of Charles Lyell's *Principles of Geology*, which had a profound effect on him. The book argued that 'the present is the key to the past': scientists could use fossils to support uniformitarianism (a theory that slow-moving forces shaped the Earth).

**SOURCE 4** An extract from Charles Darwin's *Autobiographies*

The investigation of the geology of all the places visited was far more important, as reasoning here comes into play. On first examining a new district nothing can appear more hopeless than the chaos of rocks; but by recording the stratification and nature of the rocks and fossils at many points, always reasoning and predicting what will be found elsewhere, light soon begins to dawn on the district, and the structure of the whole becomes more or less intelligible. I had brought with me the first volume of Lyell's *Principles of Geology*, which I studied attentively; and this book was of the highest service to me in many ways. The very first place which I examined, namely St. Jago in the Cape Verde islands, showed me clearly the wonderful superiority of Lyell's manner of treating geology, compared with that of any other author, whose works I had with me or ever afterwards read.

## 1c.5.3 The Galapagos experience

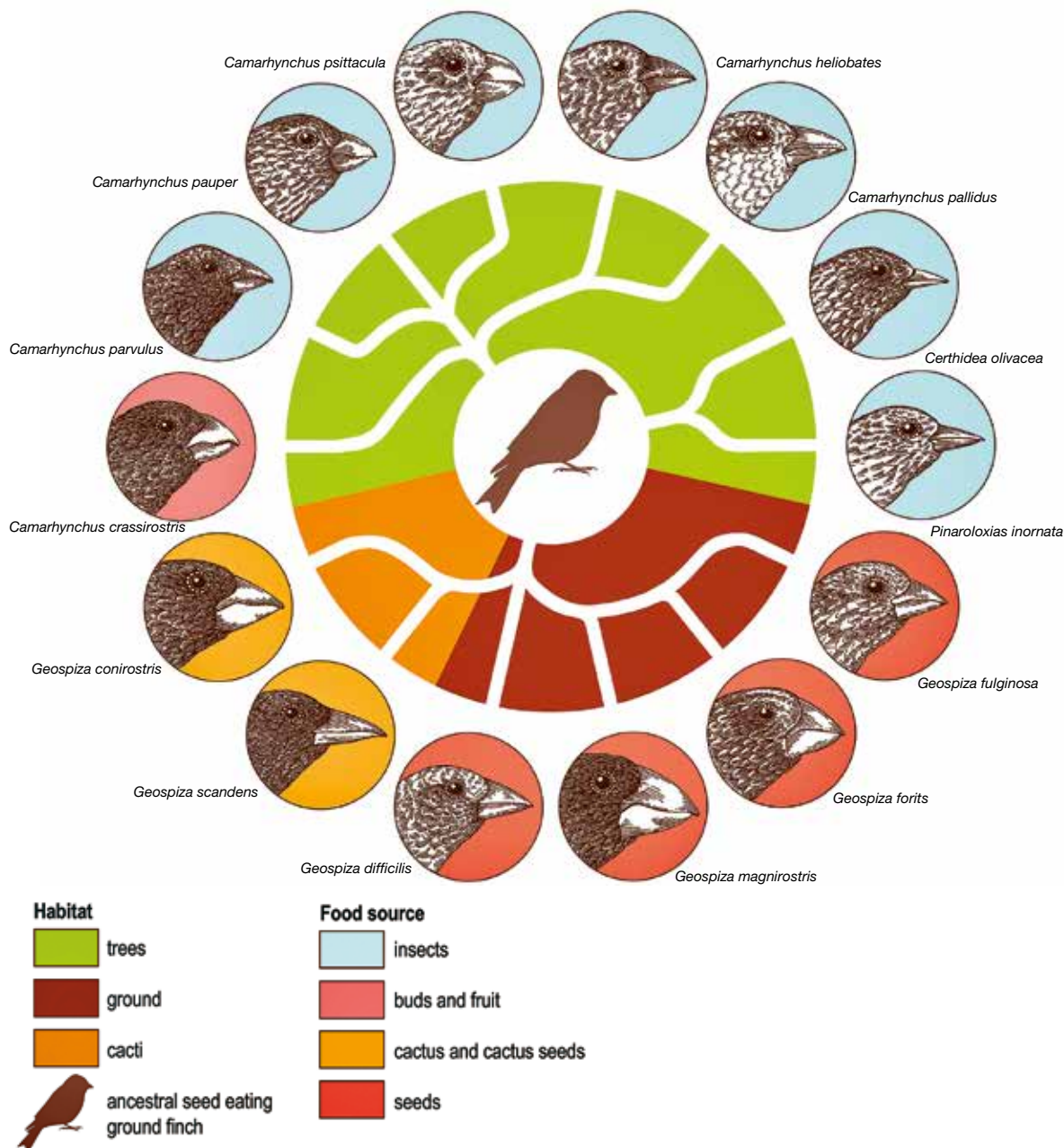
Of the five weeks in the Galapagos Islands, Darwin spent 17 days ashore collecting specimens; these included birds, plants and rocks. He was struck by the variations in the creatures, sometimes on the same island and sometimes from one island to another:

- Tortoises differed from one island to another in neck length and shell shape.
- Iguanas varied in colour.
- Finches varied in colour and beak shape and size.

## Fourteen finches

On the South American mainland there was one species of finch; in the adjacent Galapagos Islands there were another 13. Darwin concluded that the variations in beak shape and size had occurred over time as the birds adapted to the landscapes and plant life of their various habitats.

**SOURCE 5** A diagram showing the variation of the Galapagos finches observed by Darwin



## RETROFILE

Charles Darwin's scientific approach seems all the more inspired when one reads some of the 'theories' of his time. Phrenology was a theory that it is possible to analyse one's personality by feeling the bumps on the head. Phrenologists said a photograph of Darwin's head showed he would have made a good minister of religion.

### 1c.5.4 On the Origin of Species

After the voyage, Darwin continued his research and established his reputation as a writer on biology and geology. It was not until November 1859 that he published his famous work *On the Origin of Species*.

In this work, Darwin presented his theory of 'mutation by descent'. He used the evidence from his travel and research to show how a species would adapt and evolve to survive in its environment. (Darwin did not use the term *evolution* until the sixth draft of the book.)

Darwin maintained that 'natural selection' depended on the 'preservation of favourable variations and the rejection of injurious variations'. This meant that survival depended on being able to adapt to an environment.

Some of Darwin's terms have been used in a way he never intended; other people's words have been attributed to him. The phrase 'survival of the fittest', for example, was coined by Herbert Spencer in 1864. It suggested a fight in which the strongest survived at the expense of the weak. By the 'fittest', Darwin meant those best able to survive by virtue of their genetic fit for their environment.

#### Darwin's theory summarised

- The world is steadily changing.
- There is a common ancestor.
- Organisms change.
- The change 'must advance by short and sure, though slow steps'.
- Species that survive are those best adapted to their environment.

#### The public's response

When *On the Origin of Species* was published in 1859 there was considerable debate, but it is incorrect to say that it shocked all of society. Two previous controversial publications, *The Constitution of Man* (1828) and *Vestiges of the Natural History of Creation* (1844), had both attracted large audiences.

Darwin's new publication angered those who interpreted the Bible literally. The creation story taught that a divine creator had designed each species and provided it with an appropriate habitat. Darwin was suggesting that organisms adapted to their habitats over long periods.

It is important to remember the context in which Darwin lived and was writing. **Liberalism** had freed people from the constraint of accepting established beliefs. New ideas abounded and challenged many aspects of the status quo. Although many people accepted slavery, for example, Darwin abhorred the very idea of the practice.

#### The Descent of Man

When *The Descent of Man* was published in 1871, Darwin extended his theory to include human beings. His critics condemned his ideas about evolution and natural selection, accusing him of attacking the whole fabric of society.

Other believers saw the creation story as one way of explaining the Earth's origins and sought to reconcile it with the emerging scientific ideas.

### 1c.5.5 Social Darwinism and eugenics

Some people attempted to justify imperialism and the slave trade by misrepresenting some of Darwin's theories. 'Inferior' races, they maintained, were destined to be 'the woodcutters and water carriers'.

Some of these ideas carried through to the twentieth century. About 20 countries pursued policies of eugenics, supposedly to improve the genetic make-up of their populations. Some examples of eugenics include:

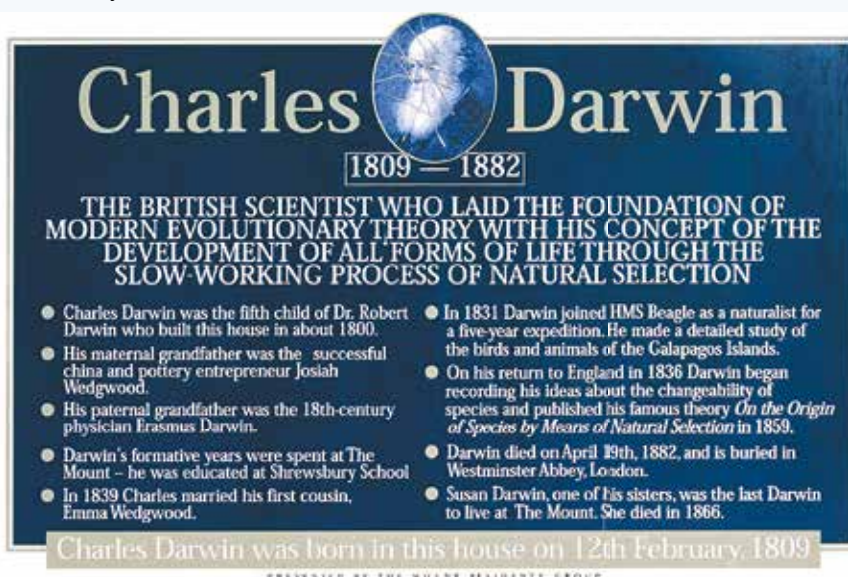
- compulsory sterilisation
- failing to provide proven cures because of a patient's race
- laws banning mixed-race marriage.



## 1c.5.6 Darwin's significance

Darwinism established a commanding place in modern science and his theory is taught in Australian schools. In 1950, Pope Pius XII said that the Catholic Church should not reject Darwin's 'serious hypothesis' and, later, Pope John Paul II acknowledged that 'the theory of evolution had progressively taken root'. Most mainstream faiths now recognise Darwin's contribution to the study of life forms.

**SOURCE 6** Plaque commemorating the life of Charles Darwin. The plaque is on a wall of the house in Shrewsbury, England, that was Darwin's birthplace and family home.



### RETROFILE

The most infamous example of eugenics is the Nazi policy of wiping out those they considered inferior. Millions of people, including about six million Jews, died in gas chambers, and concentration and forced labour camps. Other victims of this program included Slavs and people with physical and mental disabilities.

## 1c.5 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. Define the term *evolution*.
2. How did the Galapagos finches help Darwin to formulate his theory?
3. Explain why Darwin's theory shocked some people.
4. Describe how the term *survival of the fittest* has been used in attempts to justify policies such as eugenics and Social Darwinism.

### Develop source skills

5. (a) Which branch of science is Darwin discussing in **SOURCE 4**?  
(b) How was Charles Lyell's book useful to Darwin?

## learnON ONLINE ONLY



**Complete this digital doc:** Worksheet 1c.5 Darwin and Darwinism (doc-23116)

myWorldHistoryAtlas

Deepen and check your understanding of the topic with the following resources and auto-marked questions:

• **Darwinism**

# 1c.6 Egalitarianism

## 1c.6.1 Origins

The word *egalitarianism* is derived from the French and means 'equality'. It suggests that there should be no differences in nature or in law in an individual's position or 'value'. The motto of the French Revolution was 'Liberty, Equality and Fraternity', and the hope was that those ideals would replace the existing inequalities and injustice. *Fraternity* comes from the term *frater*, which is Latin for brother; fraternity is brotherhood, or brotherly feeling.

**SOURCE 1** Motto of the French Republic



### The Enlightenment

The Enlightenment was a powerful force in the movement for equal rights. Its writers questioned the established order, including the distribution of power. This meant examining how states were governed and how decisions were made, and the individual's part in that process.

Many Europeans were ruled by autocratic monarchs who had inherited the throne and ruled by 'divine right'. Most decisions were made by the monarch, sometimes with advice from a select few. Peasants comprised the largest section of the population; some of them were serfs, actually owned by their masters.

*The Social Contract*, by Jean-Jacques Rousseau, begins with the statement, 'Man is born free and everywhere he is in chains'. He maintained that 'no man has natural authority over his fellow'.

### In the American colonies

Thomas Paine was English by birth and radical in outlook. In *Common Sense* he argued the case for the American colonies' independence from Britain. It was first published anonymously ('Written by an Englishman') and was an instant success. Paine's assertion of his belief in equality would have shocked many of his contemporaries.

**SOURCE 2** Two extracts from *Common Sense* by Tom Paine (1737–1809)

I know it is difficult to get over local or long standing prejudices, yet if we will suffer ourselves to examine the component parts of the English constitution, we shall find them to be the base remains of two ancient tyrannies, compounded with some new republican materials.

First. — The remains of monarchical tyranny in the person of the king. Secondly. — The remains of aristocratical tyranny in the persons of the peers. Thirdly. — The new republican materials, in the persons of the commons, on whose virtue depends the freedom of England.

The two first, by being hereditary, are independent of the people; wherefore in a constitutional sense they contribute nothing towards the freedom of the state.

\* \* \*

To the evil of monarchy we have added that of hereditary succession; and as the first is a degradation and lessening of ourselves, so the second, claimed as a matter of right, is an insult and imposition on posterity. For all men being originally equals, no one by birth could have a right to set up his own family in perpetual preference to all others for ever, and though himself might deserve some decent degree of honours of his contemporaries, yet his descendants might be far too unworthy to inherit them.

**SOURCE 3** An extract from the opening to the American Declaration of Independence, written in 1876

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness ...

But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security. — Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States.

## The unjust burden in France

At the beginning of the eighteenth century France was a major power, but as the century progressed, there was growing discontent:

- the nation was on the brink of bankruptcy
- there were food shortages
- the clergy and nobility (the wealthy) paid no tax
- the rest of the population had no political representation.

## 1c.6.2 Responses to demands for change

Those with controlling power are not usually prepared to relinquish it easily. The British lost control of the American colonies after the War of Independence. The French Revolution resulted in the removal of the monarchy and a ‘reign of terror’ in which ‘enemies of the revolution’ were executed in their thousands. It is possible that these consequences may have been avoided if those in power had been prepared to listen to the demands for representation that were put to them.

The struggle for representation continued. Circumstances varied, but during the nineteenth century the gradual removal of property and wealth requirements extended the **franchise** in Britain — more and more people gained the right to vote and thereby have a say in the way in which they were governed.

## 1c.6.3 A new world order in Australia?

When the colony of New South Wales was established in 1788, there was little difference between the convicts and many of the marines who guarded them. Over time, the convicts came from varied backgrounds; some brought skills the colony could use. As free settlers arrived in the colony, many expected a greater gap between themselves and the former convicts.

Despite the prejudices of some, Governor Lachlan Macquarie believed that convicts who ‘mended their ways’ could make an important contribution to the colony’s development.

### The Eureka Stockade

At the Eureka Stockade (or the Eureka Rebellion) in 1854, gold miners protested against what they regarded as injustice. This included:

- the exorbitantly priced miner’s licence fee they were required to pay
- the way the licences were inspected
- their inability to vote
- their belief that the governor’s power was excessive and used harshly against them.

In *The Eureka Stockade*, written a year after the event, Raffaello Carboni describes the miners’ anger at the deaths of their mates. Some people regard Eureka as a symbol of an egalitarian struggle for rights. Its 125th anniversary was marked by the issue of a stamp and first day cover (a pictorial envelope with related stamps).

### 1c.6.4 Discrimination

In the Australian colonies, various policies were enforced that treated some residents as less than equal. Although the *Immigration Restriction Act* (White Australia policy) was not introduced until 1901, the authorities’ aim was to promote the British heritage. The policies included:

- schemes for the ‘management’ of the Indigenous population
- the expulsion of the families of residents of Asian birth.

### Rights for women

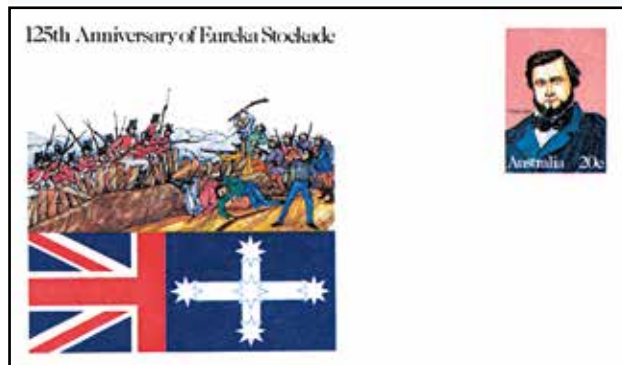
It is a mistake to assume that women were not involved in the struggles for egalitarianism in Europe, the United States and Australia. In France, many discussions about freedom and equality were conducted in the salons (sitting rooms) of women. Women supported the revolutions in France and Ireland and as many as one-fifth of the Chartists were women.

Women such as Mary Wollstonecraft and Olympe de Gouges wrote significant articles about women’s lack of rights and the need to provide education for all.

### Mary Wollstonecraft (1759–1797)

In her 1792 *A Vindication of the Rights of Woman*, Mary Wollstonecraft argued, ‘women had the right to an education that would equip them to be more than an ornament or a drudge’. While women were deprived of an equal education, they would remain in ‘ignorance and slavish dependence’ like ‘spaniels and toys’. Mary Wollstonecraft’s egalitarianism went beyond rights for women; she also criticised monarchy, slavery and the treatment of the poor.

**SOURCE 4** A pre-stamped envelope issued by Australia Post to mark the 125th anniversary of the Eureka Stockade



**SOURCE 5** A painting of a Republican Women’s club in France, c.1792





## Olympe de Gouges (1748–1793)

Olympe de Gouges was a French playwright who said that women should have the right to freedom of speech — a radical idea even in Revolutionary France. She paid for her refusal to keep silent about such beliefs when she was guillotined in November 1793. French women did not gain the right to vote in national elections until 1945.

## Opponents of female suffrage

Female **suffrage** was a progressive idea, yet it was opposed by some of the most outspoken proponents of equal rights. Jean-Jacques Rousseau, author of *The Declaration of the Rights of Man* and *The Social Contract*, considered women inferior to men and ‘always in subjection to a man’. John Stuart Mills’ 1867 proposed amendment to allow some women to vote was rejected by the House of Commons — 196 votes to 76. In William Lane’s workers’ utopia in Patagonia, women were restricted to traditional female roles. The prevailing view — even among some women — was that women were best suited to the domestic sphere where, in the words of J.S. Mills, they were ‘no more than bondservants to their husbands’. Newspapers and magazines blatantly ridiculed the idea of female equality.

### SOURCE 6 Queen Victoria’s view of female suffrage

I am most anxious to enlist everyone who can speak or write to join in checking this mad, wicked folly of ‘Women’s Rights’, with all its attendant horrors, on which her poor feeble sex is bent, forgetting every sense of womanly feelings and propriety. Feminists ought to get a good whipping. Were woman to ‘unsex’ themselves by claiming equality with men, they would become the most hateful, heathen and disgusting of beings and would surely perish without male protection.

I love peace and quiet, I hate politics and turmoil. We women are not made for governing, and if we are good women, we must dislike these masculine occupations. There are times which force one to take interest in them, and I do, of course intensely.

## 1c.6.5 The view in Australia

Australian women were also involved in the struggle for egalitarianism. Louisa Lawson, mother of the poet Henry Lawson, for example, was a feminist, anti-racist and a republican. Life in the bush had been hard and she knew the legal and financial disadvantages women faced. Her newspaper, *The Dawn*, was unique. It spoke for women who had no opportunity to voice an opinion on the matters that affected their lives. It was published for 17 years and some of its issues remain relevant today.

## Vida Goldstein (1869–1949)

One Australian woman who won international recognition as a champion of women’s rights was Vida Goldstein. At 22 she helped to collect signatures for a petition seeking the vote for women. She spoke to audiences in the United States and Britain, and was elected secretary of the International Women’s Suffrage Conference.

The *Commonwealth Franchise Act 1902* gave the vote in federal elections to ‘all persons not under twenty-one years of age’. In 1903, Vida Goldstein was one of four women who stood for election, the first in any national parliament in the British empire. Vida Goldstein stood for four more elections as an independent and for other issues of conscience.

### RETROFILE

‘A fair go’ has been a common expression in Australia. It suggests:

- even-handed justice
- absence of favouritism
- equal opportunity.

## Education

Legislation cannot make people equal, but in a fair society legislators would attempt to remove barriers that limit one’s opportunities. In 1807, one British Conservative MP argued that education would make the

‘labouring classes of the poor ... insolent to their superiors’; they would question the position ‘society had ordained for them’. The provision of education is one obvious way to promote egalitarianism.

*Nicholas Nickleby* was based on Charles Dickens’ 1838 visit to one English school where children endured brutal treatment and near starvation. That novel forced a government investigation into the state of education.

Education provides opportunities not otherwise available, yet even today not all children have access to it. Throughout the world there are many millions of girls who do not attend school; some people have been attacked for merely speaking in favour of the idea of education for girls.

## The journey continues: the Universal Declaration of Human Rights

On 10 December 1948, now Human Rights Day, the General Assembly of the United Nations adopted the Universal Declaration of Human Rights (UDHR). Its 30 articles outline the inalienable rights that all human beings should enjoy. In some countries, people take these rights for granted. In Australia, for example, people who experience discrimination expect to have the issue addressed in the appropriate forum. In some other countries, people suffer barbarous acts, lack of respect for their inherent dignity and worse.

### 1c.6 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

#### Check knowledge and understanding

1. Explain the motto ‘Liberty, Equality and Fraternity’.
2. Compare the reasons for discontent in pre-revolutionary France and the American colonies.
3. Examine the connection between Chartism and the Eureka Stockade.
4. How does education advance egalitarianism?

#### Research

5. Research the UDHR and complete the following tasks.
  - (a) In point form, or using a highlighter on a printout of the declaration, summarise the preamble (introduction).
  - (b) In groups, prepare posters of the Declaration’s Articles.
6. Research an organisation such as Amnesty International or Human Rights Watch and prepare a flyer or pamphlet to publicise its work.

#### Develop source skills

7. Use **SOURCE 2** to answer the following questions.
  - (a) What parts of British society does Tom Paine mention?
  - (b) Which parts does he criticise?
  - (c) Why would he publish anonymously?
  - (d) (i) What is ‘hereditary succession’?
  - (ii) What are Paine’s objections to it?
8. Use **SOURCE 3** to answer the following questions.
  - (a) What rights are ‘unalienable’?
  - (b) Who is blamed for the discontent in the American colonies?
  - (c) List the terms that show dissatisfaction with the existing form of government.
9. List Queen Victoria’s objections to female suffrage in **SOURCE 6**.
10. What is ironic about Queen Victoria’s attitude in **SOURCE 6**?



Deepen and check your understanding of the topic with the following resources and auto-marked questions:

- **Egalitarianism: The French Revolution**
- **Egalitarianism: The American Revolution**

# 1c.7 Imperialism

## 1c.7.1 The race for empires

The word *imperialism* comes from the Latin word *imperium*, meaning power, authority or command. Imperialism is a policy that aims at building and maintaining an empire, in which many states and peoples, spread over a wide geographical area, are controlled by one dominant state.

From about 1817 to 1870 Britain's position of imperial dominance was largely unchallenged; wealth flowed from the empire and from areas where Britain enjoyed a strong trading position.

Other nations were later to enter the race for empires. Belgium achieved independence from the Netherlands in 1830; Italy and Germany acquired nation status in 1870. These new nations also sought to expand their influence and reap the rewards of imperialism.

As nations such as Britain and France expanded their trade abroad, in addition to their interests in Africa, they established other outposts that became parts of their empires. Britain's colonies included Burma, Malaya, Hong Kong and Singapore, while France was heavily involved in South-East Asia.

### Reasons for empire building

There were many reasons for the quest to acquire new territory and build an empire. These included the desire to:

- find new sources of wealth
- develop feelings of national pride
- provide space for growing populations
- gain areas of strategic importance
- restrict the growth of rival empires
- provide markets
- transform the lives of 'inferior' people.

#### RETROFILE

Edward Said (1934–2003), a writer and academic who made a study of colonialism, wrote of empires: 'Every empire tells itself and the world that it is unlike all other empires, that its mission is not to plunder and control but to educate and liberate.'

## 1c.7.2 Attitudes to imperialism

### Dr David Livingstone

In the 1840s in East Africa, Dr David Livingstone, a Scottish-born missionary and explorer was appalled to discover the cruelty of the slave trade. In 1857 he recommended exploration that would permit what he called the three Cs:

- civilisation
- commerce
- Christianity.

**SOURCE 1** An extract from a speech by Lord Curzon in Birmingham Town Hall in 1907

Wherever the Empire has extended its borders ... there misery and oppression, anarchy and destitution, superstition and bigotry, have tended to disappear, and have been replaced by peace, justice, prosperity, humanity, and freedom of thought, speech, and action...

But there also has sprung, what I believe to be unique in the history of Empires, a passion of loyalty and enthusiasm which makes the heart of the remotest British citizen thrill at the thought of the destiny which he shares, and causes him to revere a particular piece of coloured bunting as the symbol of all that is noblest in his own nature and of best import for the good of the world.

## Cecil Rhodes (1853–1902)

Cecil Rhodes dreamt of a powerful British empire. With a charter from Queen Victoria, he achieved enormous wealth through his business ventures — monopolies in water and diamonds. His British South Africa Company, modelled on the East India Company, was formed in 1889, and his army and superior weapons gave him control of much of southern Africa.

He was convinced of the superiority of the British: ‘We are the first race of the world, and the more of the world we inhabit, the better it is for the human race’.

**SOURCE 2** Extract from a speech by Jules Ferry, French Foreign Minister, in 1885

### **Jules Ferry promotes French imperialism 1885**

Nations become great only by their activity. A great country has the duty of extending, wherever it can carry them, its language, its arms, its flag, its genius.

It must be clearly stated that the superior races have rights over the inferior races ... the superior races have a right because they have a duty ... to civilise the inferior races.

There is another and more important side to this question ... The colonial question is, for countries like ours which are, by the very character of their industry, tied to large exports, vital to the question of markets ... From this point of view ... The foundation of a colony is the creation of a market ... In fact it has been stated, and there are many examples to be found in the economic history of modern peoples, that it is sufficient for the colonial link to exist between the mother country which produces and the colonies which she has founded for economic predominance to accompany and, in some degree, to depend on, political predominance.

Ferry, J., in a speech in the French Chamber of Deputies, 28 July 1885.

## 1c.7.3 New imperialism and the Berlin Conference

Much of the interior of the so-called ‘dark continent’ of Africa remained unexplored. Britain and France already regarded each other with suspicion. The new nations of Germany and Italy resented their exclusion from the empire builders; Kaiser Wilhelm II claimed that Germany was entitled to its ‘place in the sun’.

The German Chancellor, Bismarck, convened the conference (November 1884 – November, 1885) that was to decide how Africa was to be divided. Fourteen nations, none of them African, attended. At the time, about 80 per cent of Africa remained in the hands of traditional rulers. A ‘scramble for Africa’ followed the conference.

In the period from about 1880 to the outbreak of World War I in 1914, European powers were involved in an increasing drive to extend the territory under their control.

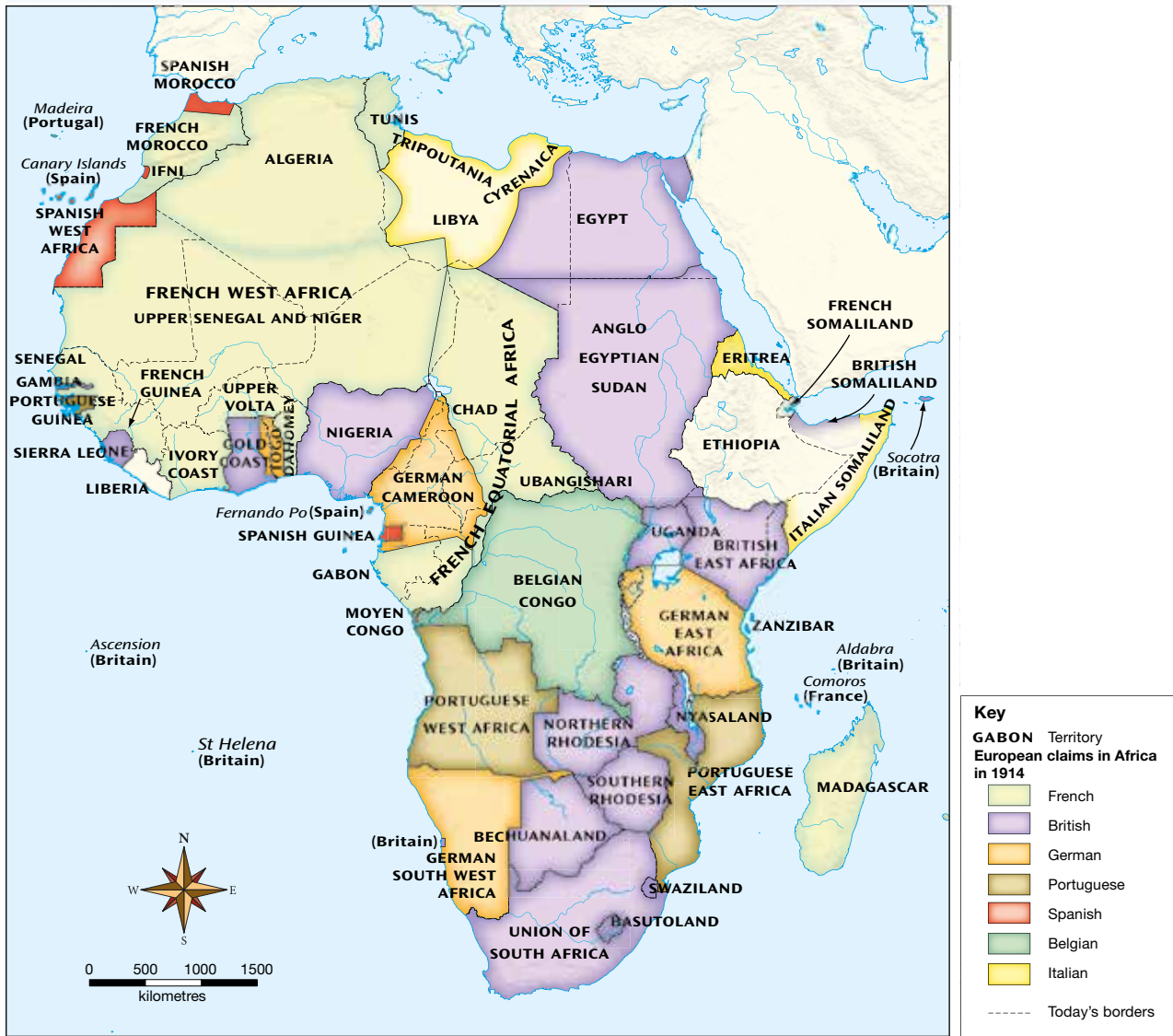
**SOURCE 3** A table showing European empires in 1914

Country	Number of colonies	Area of colonies (sq. km)	Population of colonies
Great Britain	55	31 193 457	391 582 528
France	29	10 645 959	62 350 000
Germany	10	3 188 261	13 074 950
Belgium	1	2 356 900	15 000 000
Portugal	8	2 083 500	9 680 000
Netherlands	8	1 975 815	37 410 000
Italy	4	1 531 337	1 396 176
TOTAL	115	52 975 229	530 493 654

\*Spain had lost nearly all its colonies by 1914.



**SOURCE 4** A map showing the division of Africa by 1914



### 1c.7.4 The effects of imperialism

Historians have vastly differing opinions of the effects of imperialism. Some point to its benefits, including:

- improvements in communication, health and infrastructure
- the establishment of education and health services
- the outlawing of traditional cruel practices, such as suttee (widow burning) in India.

Not all imperial powers, however, were dedicated to making improvements in people's lives. Everything depended on the attitudes of the authorities at home and their agents in the colony. In some cases, there was little concern for the interests of the local inhabitants — the emphasis instead being on the profits to be made.

### 1c.7.5 King Leopold of the Belgians

King Leopold of Belgium grew increasingly wealthy from territory seized in the Congo, claiming it for himself, not for Belgium. Its wild rubber helped to feed the growing demand for tyres. The people of the region worked in appalling conditions to meet quotas. They endured:

- forced labour
- kidnappings of wives and children to guarantee quotas of rubber
- mutilation, including the amputation of hands
- starvation.

Unknown numbers died as a result of the various cruelties inflicted; so many, that some writers claim that the term 'genocide' is appropriate. Rumours of the atrocities led to an investigation by Edmund Morel and eventually to the Casement Report commissioned by the British government. In 1908 Leopold surrendered control of the Congo, but demanded the destruction of the records in Belgium.

**SOURCE 5** Comments by American writer Mark Twain (Samuel Clemens) on King Leopold

Yet in these days the steamship and the electric cable have made the whole world one neighborhood. We cannot sit still and do nothing because the victims of Leopold's lust for gold are so many thousands of miles away. His crimes are the concern of every one of us, of every man who feels that it is his duty as a man to prevent murder, no matter who is the murderer or how far away he seeks to commit his sordid crime.

I wish *The World* would produce the two cartoons I give you, for they summarize better than any words of mine can tell the exact condition of the case.

When mankind first heard the accusation that Congo negroes were being whipped, slashed, murdered or mutilated by having hands or feet cut off because they did not bring in enough rubber for Leopold's collectors, the news was so appalling that it could not be believed. Normal minds instinctively rejected such atrocities as impossible.

The accusation became louder, more people talked of these crimes. Some notice had to be taken of the clamor. It was easy for Leopold and his agents to pooh-pooh the charge, to say it was due to the envy of discontented, jealous missionaries whom they had offended.

But the cry grew louder and louder and could not be stifled. And then the accusers began to present documents, awful human documents, gathered with the photographic camera. Leopold could no longer brush away the accusation by crying 'Lies! Lies! All lies!'

Thank God for the camera, for the testimony of the light itself, which no mere man can contradict. The light has been let in upon the Congo, and not all of the outcries of Leopold can counteract its record of the truth. Publicity is the weapon with which we shall fight that murderer and conquer him and punish him.

**SOURCE 6** A comment by Jomo Kenyatta, Kenyan Independence leader, in 1963

The white man came and asked us to shut our eyes and pray. When we opened our eyes it was too late — our land was gone.

## 1c.7.6 The decline of imperialism

After World War I, some areas saw the exchange of one colonial master for another. As the twentieth century progressed, however, nationalism and the quest for self-determination flourished, often meeting resistance from the controlling power. By the 1960s, an increasing number of countries sought independence from imperial rule.

**SOURCE 7** Extract from British Prime Minister Harold MacMillan's 'Wind of Change' speech, February 1960

In the twentieth century, and especially since the end of the war, the processes which gave birth to the nation states of Europe have been repeated all over the world. We have seen the awakening of national consciousness in peoples who have for centuries lived in dependence upon some other power. Fifteen years ago this movement spread through Asia. Many countries there, of different races and civilisations, pressed their claim to an independent national life.

Today the same thing is happening in Africa, and the most striking of all the impressions I have formed since I left London a month ago is of the strength of this African national consciousness. In different places it takes different forms, but it is happening everywhere.

The wind of change is blowing through this continent, and whether we like it or not, this growth of national consciousness is a political fact. We must all accept it as a fact, and our national policies must take account of it.

## 1c.7.7 Today: the long-term impact

The world still feels the effects of imperialism. Australia moved from colony to dominion status in the empire and is now a member of the British Commonwealth of Nations. While many people in Australia still value our colonial links to Britain, others feel that we should sever such ties and become an independent republic.

In other parts of the world, divisions and disputes still arise as a result of borders that were drawn arbitrarily by imperial powers with little, if any, thought for the potential long-term impact on the local population. While imperialism may effectively be a thing of the past, there are many people in the world who are still living with its effect.

### 1c.7 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

#### Check knowledge and understanding

1. What enabled European powers to take control of empires?
2. Why did rivalry develop among the empires?
3. How could an empire provide new opportunities for the home country?
4. Explain why a territory/nation would resent imperialism.

#### Develop source skills

5. Read **SOURCE 1**. According to Lord Curzon:
  - (a) what 'evils' did the Empire wipe out?
  - (b) what benefits did the colonies gain?
6. Draw a graph of the information supplied in the **SOURCE 3** table.
7. Refer to **SOURCE 4** to answer the following questions.
  - (a) Create a table to list the territories claimed by each of the European countries shown in the key.
  - (b) Which European nations had the largest imperial claims in Africa?
  - (c) What were the only two areas unclaimed by a European imperial power at this time?
8. What are the documents referred to in **SOURCE 5** that Leopold's accusers have been able to present to support their claims?
9. In **SOURCE 5**, what is the speaker's attitude to imperialism?
10. When the speaker in **SOURCE 6** says, 'The white man came and asked us to shut our eyes and pray', to what common imperialist practice do you think he is referring?

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Deepen and check your understanding of the topic with the following resources and auto-marked questions:

- European imperial expansion into Asia
- French and Dutch imperialism in the Asia-Pacific
- Imperialism and Africa
- Imperialism: the Boer War

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Complete this digital doc: Worksheet 1c.7 The rise and spread of imperialism (doc-23117)

## 1c.8 Nationalism

### 1c.8.1 What is nationalism?

Nationalism has been said to be the strongest force in the nineteenth century, but the term was first coined in the 1770s by J.G. von Herder. It was based on the notion of people sharing a common heritage and identity. This 'cultural nationalism' grows from bonds such as culture and customs, language, history, religion and geography.

Nationalism can also be seen as a political doctrine in which liberal values such as freedom, equality and individual rights assume greater significance. In the nineteenth century, this sometimes ran parallel with the declining power of monarchs and the rise of middle classes. The American War of Independence and the French Revolution's notion of the rights of the citizen both contributed to the demand for self-determination. The Congress of Vienna in 1815 was an attempt by the ruling powers to assert their control, but in 1820, Austrian statesman Klemens von Metternich predicted the impact of the growth of what he saw as the 'moral gangrene' that had affected the middle classes.

**SOURCE 1** A Scottish poet, Sir Walter Scott (1771–1832), expresses one form of nationalism.

Breathes there the man with soul so dead  
Who never to himself hath said,  
This is my own, my native land!

### 1c.8.2 Ultra-nationalism and jingoism

A second meaning of nationalism is far from positive; it suggests an aggressive and/or arrogant sense of superiority. In the second half of the nineteenth century, a form of nationalism emerged that included competition among the major powers to extend empires. This second meaning suggests that one's country or nation is 'superior' to others. Taken to extremes, this can lead to a drive, perhaps war, to prove that imagined superiority. Today, this is sometimes called 'jingoism'. **Source 2** shows that nationalism can be boastful and aggressive. (When you study World War I, you will see that nationalism was one of its causes.)

**SOURCE 2** An extract from a nineteenth-century music hall song

He hungered for his victim, he's pleased  
when blood is shed  
But let us hope his crimes may recoil on his  
own head.  
We don't want to fight but by jingo if we do,  
We've got the ships, we've got the men,  
And we've got the money too.  
We've fought the bear before, and while  
we're Britons true  
The Russians shall not have Constantinople.

Anonymous music hall song, *Jingo*, 1876.

### The growth of nationalism

During the nineteenth century, nationalism was a very strong force for change throughout Europe and Latin America.

A number of factors contributed to its growth:

- new ideas about freedom and rights fostered by the US War of Independence and the French Revolution
- discontent with conditions as a subject group (and with the governing power); for example, taxation without representation as in the American colonies or a lack of political, religious or civil rights.
- the emergence (or resurgence) of national aspirations, as in the 1798 United Irishmen Rebellion that transcended religious differences
- improved communications.

### Wider horizons

People generally had very restricted lives. Most lived, worked and died within a very small area, usually in the village, town or city in which they had been born. In those conditions, people's loyalty was to where they felt a sense of belonging. In Europe the coming of trains let some people travel outside their usual surroundings for the first time.

Growing literacy also opened eyes and minds to new ideas. In some places the literate read to those who could not read. This was another way of seeing the 'bigger picture'.

### 1c.8.3 Discontent in the American colonies

In the second half of the eighteenth century, Britain needed to recover some of the losses from its wars with France, and thought the American colonies should help meet those costs, as well as those of maintaining the navy and military. To increase revenue:

- the colonies' trade was controlled so the financial benefits went to Britain
- the colonies had to pay taxes — without representation



- Britain limited westward expansion and settlement
- various taxes, such as the Stamp Act, were imposed on the colonists.

The colonists' desires for independence were complex:

- they came from a variety of countries so did not feel kinship with Britain
- some wanted a new form of government in their new land
- the more entrepreneurial saw their profits reduced by Britain's intervention
- some wanted the opportunity to control their own destiny.

### The Boston Tea Party

One of the most colourful and memorable events in the dispute occurred when some of the colonists, dressed as Mohawk braves, dumped cartons of tea into Boston Harbor to maintain the boycott on the tea being unloaded. The colonists wanted to remove the monopoly that deprived them of rights to choose; they also resented the fact they paid taxes, but had no political representation.

### Britain's response

To punish the colony of Massachusetts and to deter the other colonies from rebellion, the British government imposed the Coercive Acts. These acts, known as the 'Intolerable Acts' by the settlers, made them more opposed to British rule.

**SOURCE 3** An 1846 artwork by Nathaniel Currier showing the Boston Tea Party



## 1c.8.4 The American Declaration of Independence (1776)

Thomas Jefferson was the principal author of the American Declaration of Independence, which listed the grievances of the 13 colonies. Its greatest significance, however, is its ideas about government and the rights of individuals.

**SOURCE 4** The opening of the American Declaration of Independence

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, — That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to affect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed.

## 1c.8.5 The French Revolution 1789–1792

The French Revolution is regarded as a turning point, the beginning of modern history. The French were not revolting against a foreign power. Their target was the overthrow of the absolutist rule of the king, Louis XVI. Their loyalty was to the nation.

Earlier writings had questioned the basis of authority, especially the idea of a hereditary monarchy. The French Revolutionary ideas of ‘Liberty, Equality and Fraternity’ challenged the hierarchical structure of French society.

## 1c.8.6 The ruling powers

Until the nineteenth century, **autocratic** monarchs ruled in many countries. The large areas they controlled often included groups of people who otherwise had little in common with each other.

**SOURCE 5** An 1815 map showing the many different regions within the Austrian empire. Until 1804 it was known as the Hapsburg (or Habsburg) empire. After 1867 it was called the Austro-Hungarian empire. The colours on the map represent different languages spoken.



### RETROFILE

Autocracy: rule by an autocrat  
 Democracy: rule by the people  
 Oligarchy: rule by a few  
 Plutocracy: rule by the wealthy  
 Monarchy: rule by a king or queen

## 1c.8.7 1815: The Congress of Vienna

After about 25 years of war, the Congress of Vienna convened to settle disputes and bring about a return to the pre-war situation in Europe. Most states sent representatives, but those of the ‘Big Four’ and France were the key players. The ‘Big Four’ were:

- Austria
- Great Britain
- Prussia
- Russia.

**SOURCE 6** A contemporary painting of the 1815 Congress of Vienna, by Jean-Baptiste Isabey



These decision makers seem to have been unaware of the ideas of liberalism and nationalism. The Congress was regarded as a success because it reduced the risk of war between major powers. The Prussian envoy, Metternich, felt the redrawn European map was for ‘eternity’, ignoring the simmering discontent.

### 1c.8.8 1848: The Year of Revolution

1848 is called the Year of Revolution because revolutions erupted across Europe throughout the year. The Congress of 1815 had temporarily given the major powers what they wanted, but did not consider the grievances that existed.

These revolutions were usually brief and quickly quashed, but they demonstrated the existing dissatisfaction. Quite often economic distress added to the demand for change. Some historians claim Britain managed to avoid revolution because there was a period of relative prosperity.

### 1c.8.9 New nations

The nineteenth century saw the emergence of new nations, including those in Central and South America following the collapse of the Spanish and Portuguese dynasties. The spirit of nationalism grew across Europe as countries sought self-determination and the end of foreign control. In Ireland and Poland, for example, there were several unsuccessful attempts at rebellion.

Belgium achieved independence when its union with the Netherlands was dissolved. The Ottoman empire, founded at the end of the thirteenth century and on present-day Turkey, was unable to stop the disintegration occurring in its territory. Greece and Serbia both won their independence.

Until 1870 there was no unified Germany or Italy; each was a collection of states. In these two new nations there were strong, determined personalities to ensure unification occurred. In Germany it was Bismarck. Three men are credited with the achievement of Italian unification: Cavour, Garibaldi and Mazzini.

### 1c.8.10 Nationalists sent to Australia

Among the convicts sent to the colonies of New South Wales and Tasmania were men who had been involved in nationalist rebellions in Ireland and Canada.



The transported Irish nationalists of 1798 and 1803 had escaped execution, the fate of many of their leaders. One of the most colourful jail breaks in Australian history occurred at Rockingham in Western Australia, when a ship, the *Catalpa*, was used in the escape of six men who had been involved in the Irish Rebellion of 1867.

Canada Bay in Sydney has a memorial to the French Canadians transported following a rebellion in 1834. There is also a monument in Tasmania to the American and British Canadians transported there. Some of them died as convicts; none of the survivors stayed in Australia.

**SOURCE 7** A painting of the 1876 *Catalpa* escape



Australian National Maritime Museum Collection. Purchased with USA Bicentennial Gift funds. Reproduced courtesy of the museum.

## Nationalism in Australia

Until Federation in 1901 there was little real sense of nationalism; most people thought of themselves as members of individual colonies.

The Southern Cross flag, raised at the Eureka Stockade, excluded any symbol of the connection with Britain. The miners' anger resulted from their sense of injustice and was directed at the authorities, including Governor Hotham, Queen Victoria's representative in Victoria.

After the 1880s, partly because of the publication of *The Bulletin* magazine, nationalism received greater attention. Writers such as Henry Lawson extolled Australia's virtues in poems and short stories. *The Bulletin's* banner, 'Australia for the White Man', demonstrates the racism and xenophobia also found in its pages.

### RETROFILE

*Xenophobia* comes from two Greek words. *Xenon* is the Greek word for foreigner; a phobia is an irrational fear. Xenophobia is an unfounded fear of foreigners.

## The road to war

Intense feelings of rivalry and distrust grew in the last decades of the nineteenth century. Young men went off to fight for Kaiser or King, answering the bugle call to defend their nation and fight the foreign foe. They enlisted for many reasons, but nationalism was high on their list.

## 1c.8.11 The issue today

The Paris Peace Conference after World War I created discontent in some mandates — a sense of growing resentment ensued. Following World War II, former colonies asserted their right to independence from their



colonial masters and gradually won recognition as nation states. Maps and atlases were transformed. The collapse of Yugoslavia and the Soviet Union and the fragmentation that followed has seen the emergence of further disputes over territorial borders. Today, disagreement continues in diverse areas as people claim the right to their national identity and homeland.

**SOURCE 8** A cartoon entitled *Australia wants to dance too*



## 1c.8 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. How can nationalism have positive and negative aspects?
2. Why did the American colonies rebel?
3. Explain why Britain transported Irish and Canadian nationalists so far.
4. Describe how Federation would have fostered the growth of nationalism in Australia.

## Develop source skills

5. Use **SOURCE 1** to answer the following questions.
  - (a) How does Scott feel about someone who does NOT identify with the country of birth?
  - (b) How does Scott use repetition to emphasise those feelings?
6. Refer to **SOURCE 2** to answer the following questions.
  - (a) Which nations are referred to in **SOURCE 2**?
  - (b) What resources will ensure success in war?
  - (c) What is the reason for the dispute?
  - (d) How could a historian use this source?
7. Refer to **SOURCE 4** extract from the American Declaration of Independence and answer the questions that follow.
  - (a) What are the 'political bands' referred to here?
  - (b) What is the 'separate and equal station'?
  - (c) What gives a government the right to govern?
  - (d) What are the 'Rights of the People'?
  - (e) How is this source useful to a historian?
8. Refer to **SOURCE 5** to answer the following questions.
  - (a) Within the Hapsburg empire, how many different languages were spoken?
  - (b) What problems might this diversity create?
9. Use **SOURCE 8** to answer the following questions.
  - (a) Who are the two dancing figures?
  - (b) What is the significance of the dates shown?
  - (c) Why is the background figure portrayed as shown?
  - (d) Explain the portrayal of the central figure.

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Deepen and check your understanding of the topic with the following resources and auto-marked questions:

- 🔗 **Nationalism: Napoleon Bonaparte**
- 🔗 **Nationalism: The Congress of Vienna**
- 🔗 **Nationalism: Italy and Germany**

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Complete this digital doc: Worksheet 1c.8 The rise and spread of nationalism (doc-23118)

## 1c.9 Socialism

### 1c.9.1 Reasons for the emergence of socialism

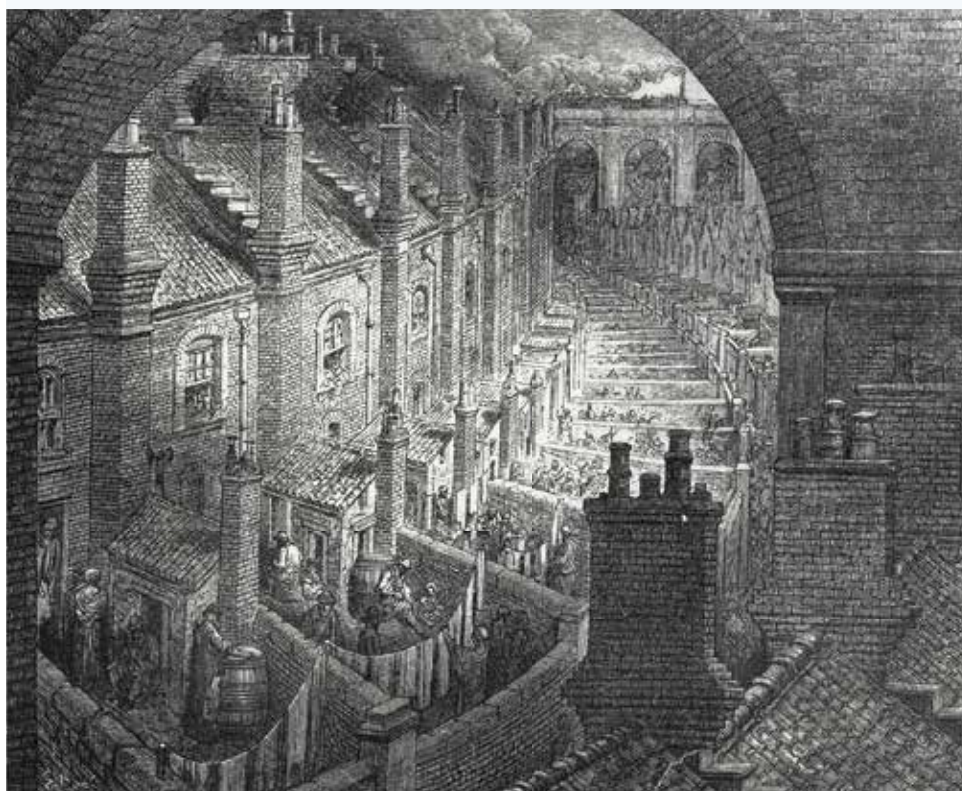
Socialism is an economic system in which the means of production and distribution are controlled by the state: a planned economy. The term *socialism* was first used in 1827 by Robert Owen to describe a system to improve the appalling living and working conditions of the Industrial Revolution. He and other Utopian Socialists suggested schemes to create better lives for workers. Karl Marx saw this form of socialism as a stage on the road to what he termed 'scientific socialism'.

### The Industrial Revolution

Britain became the 'workshop of the world' and industrialisation began to develop in other European countries. Many rural workers drifted to the developing industrial areas to seek employment; when such employment was found, the pay was usually poor and work conditions appalling.

There was a grave disparity between the obvious wealth of their employers and themselves. Socialism grew out of this discontent — its proponents could see that the wealth being generated was enriching only a small section of the community.

**SOURCE 1** An 1872 engraving by Gustave Doré showing London's overcrowding and pollution



**SOURCE 2** An extract from the People's Charter, 1838

Yet, with all these elements of national prosperity, and with every disposition and capacity to take advantage of them, we find ourselves overwhelmed with public and private suffering.

We are bowed down under a load of taxes; which, notwithstanding, fall greatly short of the wants of our rulers; our traders are trembling on the verge of bankruptcy; our workmen are starving; capital brings no profit, and labour no remuneration; the home of the artificer is desolate, and the warehouse of the pawnbroker is full; the workhouse is crowded, and the manufactory is deserted.

We have looked on every side, we have searched diligently in order to find out the causes of a distress so sore and so long continued.

We can discover none in nature, or in Providence.

Heaven has dealt graciously by the people; but the foolishness of our rulers has made the goodness of God of none effect.

The energies of a mighty kingdom have been wasted in building up the power of selfish and ignorant men, and its resources squandered for their aggrandisement.

The good of a party has been advanced to the sacrifice of the good of the nation; the few have governed for the interest of the few, while the interest of the many has been neglected, or insolently and tyrannously trampled upon.

## 1c.9.2 Inequality in France and Britain

The French Revolution's slogan of 'Liberty, Equality and Fraternity' promised a fairer way of life where, said Francis-Noel Babeuf, 'the purpose of society is the common welfare'. When the revolution failed to meet their expectations, Babeuf and other radicals in 'The Conspiracy of Equals' plotted change. Before he was guillotined, Babeuf predicted that 'The French Revolution is but the precursor of another, and a greater and more solemn revolution'.



In Britain, workers had few rights:

- the courts accepted the employer's word in a pay dispute
- workers could not have more than 20 in an association (union)
- workers involved in disputes could have difficulty finding another job.

### 1c.9.3 Socialism's advocates

#### Saint-Simon (1760–1825)

One significant figure is Count Henri de Saint-Simon. Even at an early age, he refused to conform to the conventions of his time. He served in the French army in the American War of Independence. Renouncing his noble title of Count, he supported the French Revolution.

Saint-Simon recognised that some people were better equipped to be leaders; scientists, he stated, had 'proved the superiority of (their) intelligence with important discoveries'. He put his faith in these 'technocrats' to provide the ideas, vision and imagination that would lead to prosperity. He criticised those who failed to contribute to society by not working and those who did not use their wealth to help the economy grow. He saw that society was divided into classes, an important issue in later socialist thinking. Even years after his death, he had quite a strong following; they were called the Saint-Simonites.

#### Charles Fourier (1772–1837)

Charles Fourier wanted no part of the Industrial Revolution. Instead, he advanced a system that would give the workers a sense of community and of self-worth. In groups of 1620, they would live in communal buildings, share the work, and strive for the good of all. There would be differences in their accommodation; the wealthier would live on the upper levels.

Fourier used the term *phalanxes* to describe these agricultural communities that would be self-sufficient. The members would own their own land. They would also work in the workshops to produce the items needed in the community, but the tasks would suit their interests and skills.

#### Robert Owen (1771–1858)

Although Robert Owen left school at about ten years of age, he had set up his own small business by the time he was 20. He eventually bought a cotton mill at New Lanark in Scotland from his father-in-law in 1799.

Owen wanted to show that a business could still be profitable, even if the owner took the workers' welfare into consideration. He was opposed to the cruelty that was the norm in most workplaces. He wrote and addressed meetings on such topics as the environment, women's rights, aged care, and health and preventative medicine.

In 1841, he wrote, '...everyone, from birth, should be well educated, physically and mentally, that society should be improved in its character'.

### 1c.9.4 The impact of socialism

#### New Lanark

Owen was not a socialist, but his experiment at New Lanark, and later in the United States, showed how a community could operate to benefit an employer and the workers. His actions show that he was ahead of his time.



These are some of his reformist and innovative actions:

- reduced (adult) working hours to about 10 hours (they were 13.5 hours elsewhere)
- raised apprentices' starting age to ten years
- set up crèches (pre-schools), schools and classes for workers
- banned the use of physical punishment
- improved housing and sanitation for employees.

Owen set up a similar scheme in the United States but fraud by a business partner caused its failure. When he returned to Britain, he found he had many followers, who called themselves Owenites.

New Lanark is a World Heritage site with a website that you can visit online.

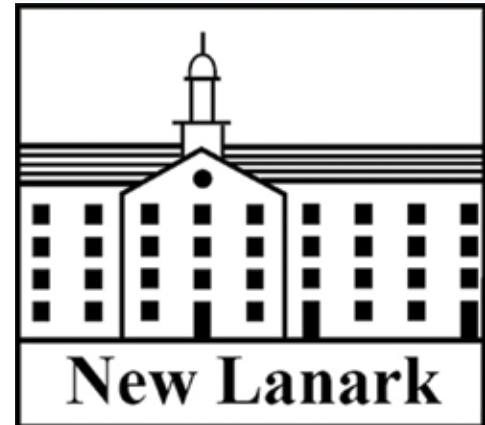
**SOURCE 3** A John Clark artwork of New Lanark c.1825



**SOURCE 4** An 1825 aquatint of dancing classes for the workers' children at New Lanark



**SOURCE 5** The New Lanark logo



## The co-operative movement

Robert Owen's commitment to improving workers' lives led to the establishment of the co-operative movement. The 'Co-op' provided quality goods and services not previously available to working people. These included:

- food and clothing outlets
- insurance and banking
- home delivery of bread, milk and coal.

The co-op shops and stores provided quality products and dividends on the amount spent. Working people gained access to some services for the first time.

## 1c.9.5 Trade unions

Because Robert Owen saw the need for reform in working conditions, he also played a significant role in the formation of the Grand National Consolidated Trade Union. He was convinced that disputes could be avoided; peaceful negotiation could avert conflict. He was opposed to any idea of 'class warfare'.

**SOURCE 6** A trade union membership certificate c.1866



The trade union movement grew despite sometimes facing severe restrictions and penalties. Unions became an important voice in demands for reform.

## The Communist Manifesto (1848)

Karl Marx and Friedrich Engels collaborated in writing the Communist Manifesto. They were very dismissive of utopian socialism. They saw that industrialisation was inevitable and that ‘bourgeois socialism’ was a stage on the way to the total overthrow of the capitalist society.

In their ‘scientific socialism’ a classless society would result from a revolution by the working class (proletariat). They used the terms *socialism* and *communism* as synonyms.

Marx and Engels predicted that revolution would occur in an industrialised country. Socialist parties were established in various countries. Despite severe restrictions imposed by Bismarck, the German Socialist Party was the strongest in Europe by 1914.

## The Fabians

The Fabian Society’s first meeting took place in London in 1884 and has continued to meet fortnightly since then. Its name comes from Fabius, a Roman general who, rather than go directly into battle, preferred delaying tactics.

The original members included famous speakers and writers such as Annie Besant, George Bernard Shaw and H. G. Wells. Sidney and Beatrice Webb and G. B. Shaw were key figures in the formation of the movement and in establishing the London School of Economics (LSE).

They had seen the poverty in London and wanted a society where wealth was more evenly distributed. This was to be achieved over time and through peaceful means such as legislation.

As part of the process they produced pamphlets that examined areas needing reform. These included:

- a minimum wage
- universal healthcare
- educational reform
- slum clearances.

**SOURCE 7** The LSE window designed by George Bernard Shaw. It shows members of the Fabian Society building a new world.



## 1c.9.6 Australians and socialism

Socialism had supporters in Australia. One prominent figure was William Lane, who left England aged 16 and travelled to Queensland six years later. His newspaper, *The Boomerang*, was popular among bush workers. Its main themes were working conditions, nationalism and socialism. William Lane was heavily involved in the growth of the trade union movement. When the shearers’ strike failed in 1892, he so despaired of socialism’s prospects in Australia that he decided to prove it could succeed elsewhere, in Paraguay in South America. He set about organising ‘The Workingman’s Paradise’, of which he had written. ‘New Australia’ was the name of the proposed workers’ collective; it would be the utopia of which socialists had dreamt.

About 240 men, women and children set off on the adventure. Disputes, including Lane’s ban on alcohol, led to divisions and the setting up of a second colony, ‘Cosme’. Mary Gilmore (the poet who is depicted on the \$10 note) was one who followed Lane’s socialist dream. Many of Lane’s supporters drifted away, but in Paraguay the others’ descendants carry their names.



## Welfare state

As political parties formed and gathered strength, many Australian socialists whose beliefs seemed to parallel those of the trade unions joined the Australian Labor Party. Economic depression in the 1890s encouraged the ALP's growth. Some members still profess an admiration for Socialist and Fabian principles.

Today, Australia's political parties recognise the need for a welfare state; one which, for example:

- provides assistance for those in financial need
- provides extra services to certain sectors of the community.

They do so because the needs exist and it is in the interests of the nation to provide a level of assistance to those in need.

**SOURCE 8** An 1894 photograph of officials and teachers at the New Australia Community in Paraguay



State Library of New South Wales: Call no. PXD 905/139

## 1c.9 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. List the main features of socialism.
2. Explain the term 'utopian socialist'.
3. Why were working people discontented?
4. What were Robert Owen's achievements?
5. In what ways is Australia a 'welfare state'?

### Develop source skills

6. Use **SOURCE 2** to answer the following questions.
  - (a) What evidence is given of financial distress?
  - (b) Who is blamed?
  - (c) Why should the situation be different?

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Complete this digital doc: Worksheet 1c.9 Socialism and socialists (doc-23119)

# 1c.10 Review

## 1c.10.1 Review

### KEY TERMS

**autocrat** an absolute ruler; makes decisions without seeking advice**capitalism** an economic system emphasising private ownership, individual liberty and a free market**communism** a political and economic system of social organisation, similar to socialism, in which the means of production and distribution are held by the state (government), as opposed to a system of private ownership with a profit-based economy**El Dorado** a mythical place where huge stores of gold and precious jewels lie waiting for adventurers to claim**evolution** origin of species by development from earlier forms**franchise** the vote: 'enfranchised' describes people with the vote**liberalism** a belief that emphasises the rights and freedom of the individual**monopoly** exclusive control of a market, goods or services; exclusive control or management by an individual or group on their terms**mutation** change in form or appearance**predacious** predatory; related to plundering, pillaging or robbery**socialism** a political system in which governments control the economy to ensure greater equality**suffrage** the right to vote**transmutation** change over time

## 1c.10 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

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1c.10 Activity 1: Check your understanding

1c.10 Activity 2: Practise your historical skills

1c.10 Activity 3: Multiple choice quiz

Go online to access additional end of topic resources such as interactivities and printable worksheets.

## Practise your historical skills

For each of the headings below, answer the question(s) that relates to the subtopic you have studied in Topic 1c.

### Comprehension: chronology, terms and concepts

1. Construct a timeline that shows:

- the rise and fall of the HEIC from 1750
- the life and work of William Lovett
- the life and publications of Charles Darwin
- the extension of voting rights in Australia from 1850 to 1918



- (e) the development of a major European empire from 1750 to 1918
  - (f) the events leading to the American Declaration of Independence
  - (g) the life of William Lane.
2. Develop a glossary of terms related to one of the following:
- (a) capitalism
  - (b) the Chartists' grievances
  - (c) Darwin's scientific studies
  - (d) voting rights
  - (e) empires and imperialism
  - (f) nationalism
  - (g) Utopian socialism.

## Research

3. Devise questions to discover:
- (a) how the HEIC operated
  - (b) why people became Chartists
  - (c) how Darwin conducted his research
  - (d) why Vida Goldstein worked for equal rights
  - (e) Cecil Rhodes' interests in Africa
  - (f) why the *Catalpa* escapees were in WA
  - (g) why Bismarck introduced 'state socialism'.

## Analysis and use of sources

4. List ten different types of sources that you would recommend to a fellow student investigating the questions you devised in question 3 above.
5. Identify each source as primary or secondary for the topic of the investigation. Select your first choice in each category and explain its creator's purpose.

## Perspectives and interpretations

6. From **SOURCES 1 to 7**, use the source relevant to the subtopic you have studied to answer the following questions.
- (a) Identify the perspective of the creator of this source and of its intended audience.
  - (b) Identify the subject matter of the source and the interpretation it provides of the person or issue on which it focuses.

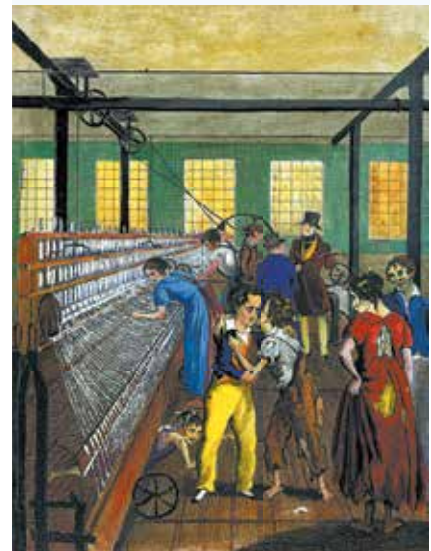
**SOURCE 1** An extract from a poem in *Jamaica Monthly* magazine, 1833

And now the happy negro goes,  
Contented as the honey-laden bee:  
Behold him at his ample meal  
With all his children smiling at his knee.  
*A poem in Jamaica Monthly magazine, 1833.*

**SOURCE 3** An extract from Charles Darwin's *Beagle Diary*

I thank God, I shall never again have to visit a slave-country. To this day, if I hear a distant scream, it recalls with painful vividness my feelings, when passing a house near Pernambuco, I heard the most pitiable moans, and could not but suspect that some poor slave was being tortured, yet knew that I was as powerless as a child even to remonstrate.

**SOURCE 2** An illustration from *Life and Adventures of Michael Armstrong, the Factory Boy*, by Frances Trollope, c.1840



**SOURCE 4** An extract from an 1867 speech in the British Parliament by Prime Minister Disraeli

It is said we are on the verge of democratic change. My lords and gentlemen, believe me, the elements of democracy do not exist in England (cheers). England is a country of classes, and the change impending in the country will only make those classes more united, more content, more complete and more cordial (cheers). ... Therefore I have no fear of England.

Disraeli, B., Hansard. CLXXXVIII, 1114 (Reform Bill, 1867).

**SOURCE 5** An extract from *Capital* by Karl Marx, 1867

Along with the constantly diminishing number of the magnates of capital, who usurp and monopolise all advantages of this process of transformation, grows the mass of misery, oppression, slavery, degradation, exploitation; but with this too grows the revolt of the working class, a class always increasing in numbers, and disciplined, united, organised by the very mechanism of the process of capitalist production itself.

The monopoly of capital becomes a fetter upon the mode of production, which has sprung up and flourished along with, and under it. Centralisation of the means of production and socialisation of labour at last reach a point where they become incompatible with their capitalist integument. This integument is burst asunder. The knell of capitalist private property sounds. The expropriators are expropriated.

**SOURCE 6** An early twentieth-century painting by J.L.G. Ferris of Benjamin Franklin (left), John Adams (centre) and Thomas Jefferson, writing the Declaration of Independence



**SOURCE 7** An extract from *Empire: How Britain Made the World* by British historian Niall Ferguson, 2003

When imperial authority was challenged — in India in 1857, in Jamaica in 1831 or 1865, in South Africa in 1899 — the British response was brutal. When famine struck (in Ireland in the 1840s, in India in the 1870s) their response was negligent, in some measure positively culpable. ...

Yet the fact remains that no organization in history has done more to promote the free movement of goods, capital and labour than the British Empire in the nineteenth and early twentieth centuries. And no organization has done more to impose Western norms of law, order and governance around the world.

## Explanation and communication

*Develop texts that use evidence from a range of sources that are referenced.*

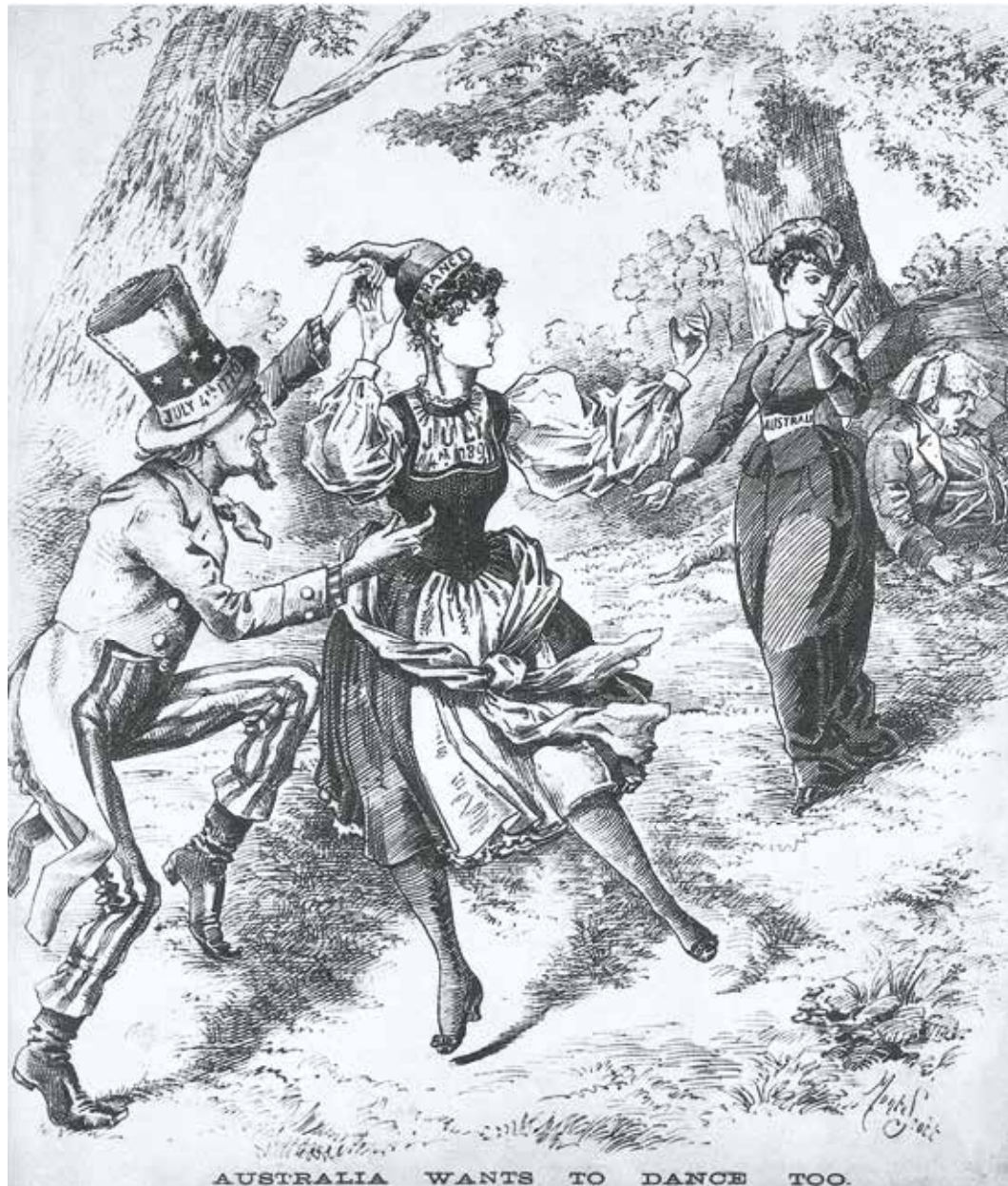
7. Use the questions you devised in question 3 and the sources you identified in question 4 to help you develop the response indicated below:

- Design a pamphlet for potential investors in the HEIC.
  - Design a handbill or flyer to explain Chartist grievances.
  - Produce a study guide on Darwin's work.
  - Design a print media advertisement for a rights group.
  - Design a prospectus for potential investors in one of Cecil Rhodes' business interests.
  - Design a poster for a rally in the USA in support of the *Catalpa* escapees.
  - Write the script for a speech c.1885 encouraging people to join Germany's Social Democratic party.
- Your response should reflect your knowledge of relevant issues and your understanding of how these would influence its content.

Select and use a range of communication forms

8. Research and deliver an audio-visual presentation on the appropriate topic.

- (a) Capitalism: One British abolitionist (i.e. of slavery)
  - (b) Chartism: The Peterloo Massacre and Monster rallies
  - (c) Darwinism: The voyage on the *Beagle*
  - (d) Egalitarianism: Governor Macquarie's emancipist policy
  - (e) Imperialism: The Morel and Casement reports on King Leopold's Congo policies
  - (f) Nationalism: Italy's unification and the three men who achieved it
  - (g) Socialism: The theories of Saint-Simon and Fourier
- 





# TOPIC 2a

## Making a nation

### 2a.1 Overview

Numerous **videos** and **interactivities** are embedded just where you need them, at the point of learning, in your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). They will help you to learn the content and concepts covered in this topic.

#### LEARNING OUTCOMES

In this topic students will investigate:

- The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander peoples **2a.2, 2a.3**
- The experiences of non-Europeans in Australia prior to the 1900s (such as the Japanese, Chinese, South Sea Islanders, Afghans) **2a.4**
- Living and working conditions in Australia around the turn of the twentieth century (that is 1900) **2a.5**
- Key events and ideas in the development of Australian self-government and democracy, including women's voting rights **2a.6, 2a.7**
- Legislation 1901–1914, including the Harvester Judgment, pensions, and the Immigration Restriction Act **2a.8**

#### 2a.1.1 Introduction

In the 1820s — 30 years after the first European settlement at Sydney Cove — Europeans were struggling to survive in four small isolated settlements: Sydney, Norfolk Island, and two in Tasmania. Just 100 years later, the ordinary Australian had one of the highest living standards in the world. The prosperity was based on the exploitation of agricultural resources such as wool and wheat, and mineral resources such as gold and copper. With the Federal Constitution of 1901 it also had one of the most democratic political systems in the world.

However, this prosperity was gained at the expense of Indigenous Australians. As a result of the occupation of the land that had sustained them, imported diseases and massacres, the Indigenous population declined to one-quarter of what it had been before the arrival of Europeans. Rather than improving their condition, the Federal Constitution took away the few political rights that they had.

#### Starter questions

1. What are the reasons why the British colonised Australia, and what were the consequences of this for Aboriginal people?
2. How would you define the Australian national identity? Explain what it means to be Australian, giving examples of how these values are demonstrated in modern Australia daily life, and suggest what the origins of each aspect might be.
3. What significant changes have occurred in the way different groups of people are treated under the laws of Australia since colonisation?
4. **SOURCE 1** was originally criticised for not adhering to the conventions of high art. Why do you think the painting is now so popular and featured in a topic about Australia becoming a nation?



**SOURCE 1** *Shearing the Rams*, a late-nineteenth-century painting by Tom Roberts



## 2a.2 Expansion of settlement

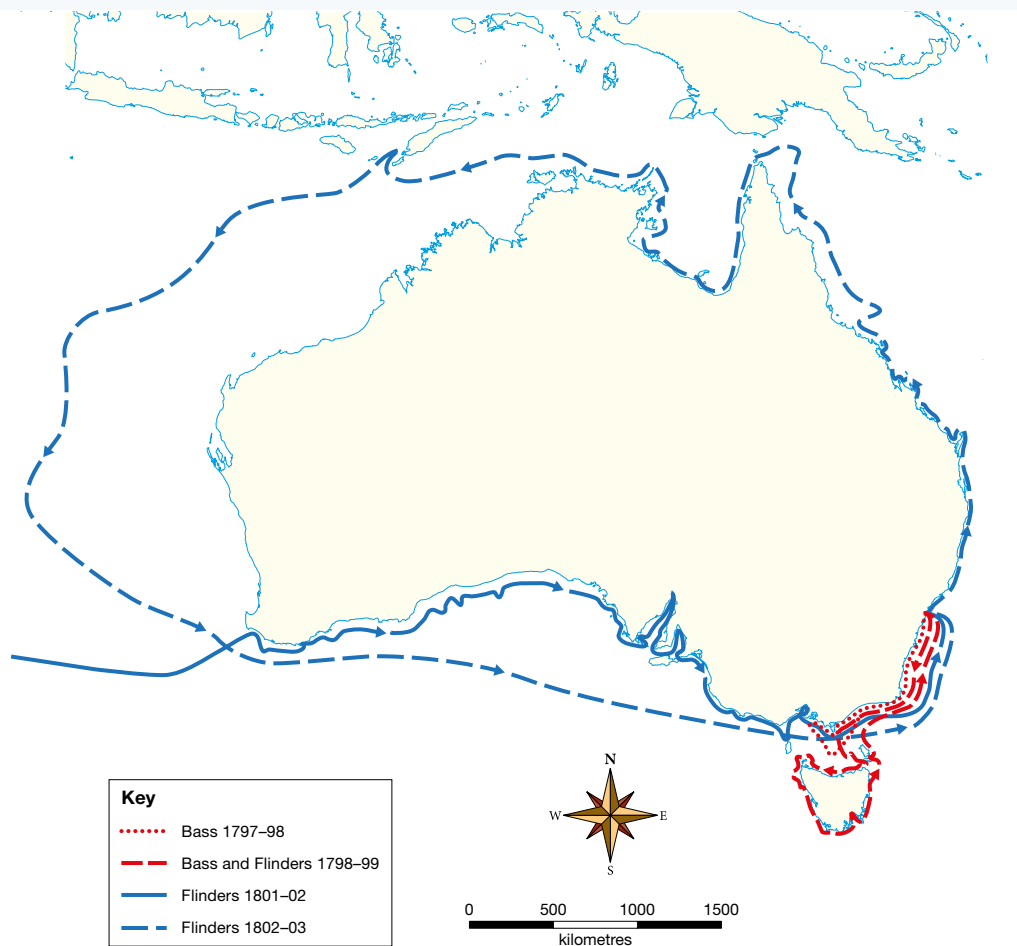
### 2a.2.1 Mapping the continent

In the 1790s large sections of the Australian coast had still not been mapped, especially the southern and south-eastern coastline. At the same time, other nations were interested in establishing posts on the Australian continent. The colonial government realised that it was important to fill in the gaps on the map as a first step to planning where new settlements could be established. Settlements around the coastline would help Britain lay claim to the whole continent. Being at war with France gave an added impetus to British exploration.

The area around Port Jackson was the first area to be explored and the Hawkesbury River and Coal River (later Newcastle) had also been explored in the early years of the settlement. In 1792, George Bass (1771–1803) explored the Australian coast southward as far as Western Port in Victoria. His observations of the wave patterns and currents led him to believe that Tasmania (then called Van Diemen's Land) was a separate island. This was confirmed when Bass, accompanied by Matthew Flinders (1774–1814) made a journey that lasted from October 1798 to January 1799, on which they sailed right around Tasmania.

Matthew Flinders was promoted to commander and instructed to explore the unmapped areas of southern Australia. Setting out from Western Australia, from December 1801 to May 1802 he mapped the southern coast. He then sailed north and west to circumnavigate the continent — a voyage that took 11 months. It was 15 years after the arrival of the First Fleet before the charting of the continent's coastline was completed, and it was not until 1814 that these maps were formally published. By this time, the British colonial settlements were expanding rapidly.

**SOURCE 1** Filling in the gaps — the voyages of George Bass and Matthew Flinders around Aboriginal Australia, 1792–1803



## 2a.2.2 Early settlements

In the first years in the new British settlement at Port Jackson, convicts and marines struggled to survive. The soil was poor, the climate was quite different to that in England and few of the convicts had any farming experience. Settlers had some success in new settlements along the Nepean–Hawkesbury River at Windsor where the soil was better, but crops were destroyed in disastrous floods. The challenges of survival were many, and the settlers had little understanding of their new environment. Settlement gradually developed in areas that were favourable to European agricultural practices, but these practices would soon have an effect on the landscape — in most instances, an irreversible effect.

James Ruse (see subtopic 1b.5) grew small amounts of wheat at Parramatta in the early days of European settlement, but the first major development of the wheat industry was in South Australia, where soil suitable for growing wheat was close to the sea and therefore to transport. From here, wheat farming spread west to Western Australia and east to the Mallee region of Victoria.

With the crossing of the Blue Mountains in 1815, grasslands in the inland regions of New South Wales were opened up for wheat farming and sheep grazing. As the sheep and wool industry developed from the 1820s onwards, it was these grassy plains — in Tasmania, inland New South Wales and South Australia — that attracted sheep farmers. Explorers also moved inland through the New England area and discovered the rich volcanic soil of the Darling Downs in south-east Queensland.

However, sheep destroyed the environment that had at first seemed so attractive. In addition to their large numbers, there were two other ways in which sheep were not adapted to the environment. Sheep's hooves caused damage to the land and their teeth and jaw structure meant that they could bite grass near its roots and prevent it regenerating. This did not present a problem in the early days of settlement as graziers could move further inland, but as they did so, they found the climate became warmer, drier and less hospitable.

Over time, the environment was damaged further by the introduction of foreign plants and animals that did not have natural predators. These included cats and foxes, which preyed on small native animals; rabbits, which destroyed much of the landscape with their burrowing and excessive grazing; and blackberry and prickly pear plants, which could quickly overrun and destroy areas of native vegetation.

## Indigenous land use

Over thousands of years, Aboriginal Australians had managed the land to sustain their lifestyle. They had extensive knowledge of plants and their uses, and they built complex fishing traps in rivers. One of their most successful methods of land management was the use of controlled burning, which had many benefits. It prevented the build-up of bushland fuel that could lead to destructive fires, and it returned nutrients to the soil and encouraged the growth of new native grasses. These fresh grasses brought kangaroos into the area, which could then be hunted for food.

The British had little respect for, or understanding of, the Aboriginal relationship to the land. They maintained that because the Indigenous Australians did not appear to farm the land, the continent was **terra nullius**. The occupiers took the attitude that they were free to take possession of whatever land they needed.

## 2a.2.3 European expansion

European claiming of the land took place in many different ways.

### 1 Establishing new settlements

As new areas were explored by Bass and Flinders, parties of marines and convicts were sent out to set up settlements in some of the locations they had identified. Two settlements were established in late 1803. The first was at the mouth of the Derwent River in Tasmania.

Also in late 1803, another settlement of 455 persons, mainly convicts and marines, was established at Port Phillip, near the modern-day Victorian town of Sorrento. However, the Port Phillip site proved completely unsuitable: the soil was sandy and the tides made entry to the harbour difficult. At the end of January 1804, the party moved to join the Derwent River settlement. A convict, William Buckley, was left behind and for the next 30 years he lived with the local Aboriginal communities.

### 2 Military outposts

Military outposts were set up in remote parts of the coastal regions to prevent other countries claiming land. They were staffed mainly by marines and some convict labourers. In 1824, military bases were first established at Port Essington and Melville Island in what is now the Northern Territory, but these failed to survive.

A more successful settlement was established in 1826 at King George Sound on the south coast of Western Australia. This was the first port of call for ships after sailing across the Indian Ocean, and was also a base for American whalers. This was one of the few settlements where Aboriginal people and European settlers were able to co-exist. This settlement is discussed in more detail in subtopic 2a.3.



### 3 Convict settlements

The governors in Sydney were faced with the problem of what to do with transported convicts who continued to cause trouble. Their solution was to establish places of secondary punishment to which such troublemakers could be sent. Three of these remote prisons were established: on Norfolk Island, established in the first year of settlement; at Moreton Bay (near modern-day Brisbane); and at Port Arthur in Tasmania.

The Moreton Bay convict settlement was established in 1824 and reached its maximum convict population of 947 in 1831. Initially, to preserve its isolation, settlement in the area by free settlers was not permitted. However, with its convict population declining and pressure on the land from free settlers increasing, the convict settlement was closed in 1835 and the area officially opened up to free settlers in 1838.

The most notorious convict colony was at Port Arthur, 60 kilometres south of Hobart. It began as a timber station in 1830, but from 1833 to 1853 it was a convict settlement renowned for its severe treatment of convicts, with the use of both physical punishments and psychological torture.

**SOURCE 2** A photograph of Port Arthur, taken in about 1850



### 4 Expansion in eastern Australia

Until 1815, apart from the settlements on Norfolk Island, Hobart and Launceston, most colonists lived within 60 kilometres of Sydney. However, with the crossing of the Blue Mountains in 1813, and the completion of a road across the mountains two years later, the inland plains were opened first to explorers and, very soon, to settlers following in their footsteps. Bathurst was established as a city in 1815 and the Goulburn area was settled in the early 1820s. In the north, the New England area was also settled in the early 1820s and the first settlers established stations on the rich black soil of the Darling Downs of south-eastern Queensland in 1840. To the south, the grasslands south of the Murray, called the Port Phillip District, were settled.

In Tasmania most of the pastoral land available had been claimed by the 1830s and, in October 1834, James Henty landed on Portland Bay on the southern coast of Victoria. This had been a port used by sealers and whalers, but Henty now claimed 20 000 acres (8100 hectares) for grazing his sheep. At the end of May in the following year, John Batman left Launceston with seven Sydney Aboriginal people and went through a process of 'negotiation' with the local Aboriginal peoples to purchase land from them. In August of the same year, another party led by John Fawcner landed on the southern part of Port Phillip Bay.



**SOURCE 3** The signing of the treaty between John Batman and the people, as imagined about 50 years after the event



## 5 New settler colonies — Perth and Adelaide

In England, by the late 1820s, there were new attitudes developing towards settlement in Australia. Important factors in these changes of attitude included:

- The wars with France were over but there was high unemployment as soldiers returned to civilian life.
- Attitudes to slavery and prisons were changing. There was now far more emphasis on the reform aspects of prisons rather than just being for punishment.
- The Americans were now competing with the British in the cotton industry and British textile manufacturers were turning to wool. Australia was gaining a reputation as an excellent source for fine wool.
- Pressure was building up for parliamentary reform and, in the Great Reform Act of 1832, the number of men able to vote doubled. However, electors were still a small minority of the adult male population because you needed to be very rich to vote.

A group of financiers in England drew up plans to establish a new type of colony that would be a settlement of free people and not need convict labour. One of the people promoting this settlement was a naval officer, Captain James Stirling (1791–1865), who had spent two weeks in 1827 exploring the Swan River on the continent’s south-western coast. Plans were drawn up to establish a colony where people were given far greater land grants than in the early days of the settlement at Sydney in the hope that this would allow them to be more productive.

At Swan River on 29 May 1829, Captain C.H. Fremantle took possession of the whole of Australia that was not included within the boundaries of New South Wales. James Stirling requested that he be made Lieutenant Governor of the new colony. He proclaimed the foundation of the colony on 18 June 1829. However, from the start the colony struggled to survive. It was isolated, and the sandy soil was more suitable for running sheep than growing food. During Stirling’s ten-year term as governor the population never reached more than 3000.

The situation had become so desperate that in 1850, on its inhabitants’ request, it became a convict settlement at the same time that other colonies were no longer accepting convicts. Convicts continued to arrive until 1868.

In 1829, the same year that the Swan River settlement was formed, the National Colonisation Society in England began making plans for a colony in South Australia. One of its leaders was Edward Wakefield (1796–1862). His plan was for settlers to buy land instead of being given grants; the money from these sales would be used to develop the colony. He also believed that if people paid for their land there would be an added inducement to make sure it made a profit.

In 1834 the British Parliament passed the first South Australia Act and further refinements were made in 1842.

Two distinctive features of the act were:

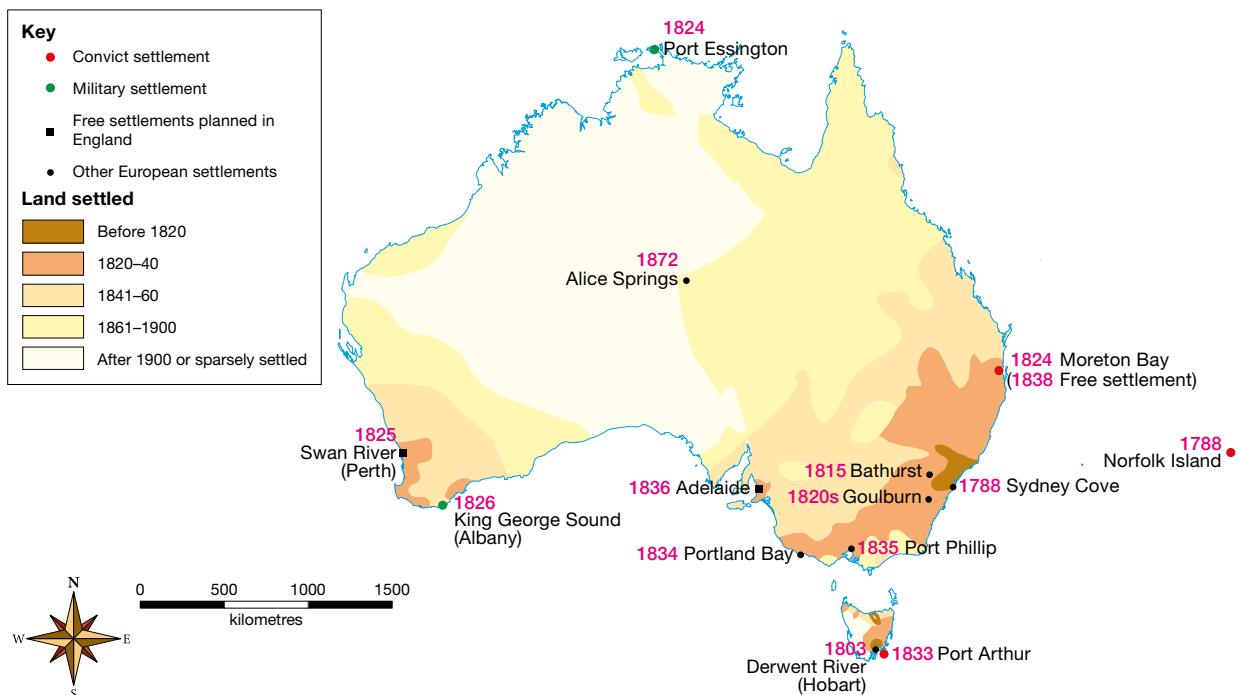
1. Once the population of the colony reached 50 000 it would have its own constitution and be self-governing.
2. In a hand-written attachment (see **Source 4**), Aboriginal occupants were to keep their rights over their land.

**SOURCE 4** An extract from 'An Act to empower His Majesty to erect South Australia into a British Province or Provinces, and to provide for the Colonization & Government thereof'

And in the said Letters Patent is contained a proviso that nothing therein contained shall affect or be construed to affect the rights of any Aboriginal Natives of the said Province to the actual occupation or enjoyment in their own persons or in the persons of their descendants of any lands therein now actually occupied or enjoyed by such Natives.

In 1836 a total of 636 people in nine ships arrived in South Australia. A site for a town was chosen on the Torrens River and named Adelaide, after the wife of King William IV. In November 1838 a large group of German Lutheran migrants arrived, followed by another 187 the following month. They faced persecution in Germany because they did not accept state control of the church. German migrants played an important role in opening agricultural lands in the north of the colony and in establishing the wine industry in the Barossa Valley.

**SOURCE 5** Map summarising the European settlement of Aboriginal Australia up to 1900



## 2a.2 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. What was the nature and purpose of each of the following settlements?
  - (a) Moreton Bay
  - (b) King George Sound
  - (c) Swan River
  - (d) Port Phillip district
2. Indicate the ways in which Aboriginal rights to land were respected in the settlements of South Australia and King George Sound.
3. (a) Of the two settlements of Moreton Bay (Brisbane) and Swan River (Perth), which went from a free settlement to a convict settlement and which went from a convict settlement to a free settlement?  
(b) Explain why this happened in each case.
4. Which settlement had a significant German population in its early years? Why had these people left Germany?
5. What was the concept of *terra nullius*?

### Perspectives and interpretations

6. Explain how the settlements at Swan River (Perth) and Adelaide were different from earlier settlements, and make connections between these differences and the changing situation in Britain at the time.
7. In this subtopic the term *settlement* is used for the European occupation of land. What words would better describe what happened from an Indigenous perspective?

### Research and communication

8. Research the European settlement of your own city, suburb or town, using a local history museum, history society or historian for further help if possible.
  - (a) When was it first 'discovered' by European explorers?
  - (b) When did the early European settlement take place?
  - (c) What were the reasons for settlement, for example farming or minerals?
  - (d) What Aboriginal names remain?
  - (e) What street names carry the names of early settlers?

### Develop source skills

9. (a) From **SOURCE 1** and the text, what led Bass to believe that Tasmania was an island in 1792?  
(b) How did the voyage of 1798–99 confirm that this was so?
10. (a) In what ways does the **SOURCE 3** artist portray the signing of this treaty as a positive and legal transaction?  
(b) How would a member of the Kulin group have seen this in the 1880s? **SOURCE 1** in subtopic 2a.3 will help you answer this question.
11. Does **SOURCE 4** provide evidence to support the concept of *terra nullius* or does it argue against it?
12. What factors of geography and historical development explain the pattern of settlement shown in **SOURCE 5**?

## 2a.3 Indigenous contact experiences

### 2a.3.1 Aboriginal societies

At the time that Europeans established their settlement at Port Jackson, the whole continent had been occupied by Aboriginal and Torres Strait Islander people for 50 000 years. Estimates of the Aboriginal population at that time ranged from 300 000 to 700 000. They were distributed across the continent in some 250 different language groups. For these original Australians, it was an invasion of their land. The consequences of this invasion — consequences that were sometimes intended and other times not — led to widespread suffering and death. This came about through many factors:

- imported diseases to which they had no resistance
- the occupation of land on which their living depended
- the introduction of alcohol to a society that had no knowledge of it and had not built up social restraints to limit its effects
- massacres of innocent men, women and children in retaliation for acts such as the spearing of a sheep for food
- government policies to isolate and divide Aboriginal communities
- a disruption of their social and cultural life.

There were Aboriginal leaders who fought against the invasion and others who tried to get government support. There were also individual Europeans who had some understanding of the Aboriginal situation and tried to protect them, but sometimes in ways that actually caused other problems.

Over 50 000 years, Aboriginal Australians had established a close physical and spiritual relationship with their land. They knew that the land would care for them only if they cared for it. Survival depended on each person sharing what he or she had with the group as a whole. Particular sites acquired special significance. In their seasonal moves to food sources, they followed paths that were as clear to them as roads are to us. Their religious beliefs and their rules for behaviour towards their own and other groups were extremely complex. In the absence of a written language, beliefs, practices and knowledge were conveyed from generation to generation through song, art, stories and dance.

**SOURCE 1** A report by an 'Aboriginal Protector' to Governor Latrobe, Governor of Victoria, around 1850 of a day in the life of the Kulin people

In the Kulin tribes, they seldom travel more than six miles a day. In their migratory movements all are employed. Children are getting gum, knocking down birds; women are digging up roots, killing bandicoots, getting grubs; the men hunting and scaling trees for opossums. They are mostly at the encampment an hour before sun-down; the women first, who get fire and water; by this time their spouses arrive. They hold that the bush and all it contain are men's general property; that private property is only what utensils are carried in the bag; and this general claim to nature's bounty extends even to the success of the day; hence at the close, those who have been successful divide with those who have not been, so 'that none lacketh while others have it,' nor is the gift considered as a favour, but 'as a right, brought to the needy and thrown down at his feet.'

## 2a.3.2 European society

The Europeans believed that one could not distinguish between the practice of the Christian religion on one hand and their civilisation on the other. They spoke of 'Christianity' and 'civilisation' as being one and the same thing. They believed that their technological superiority in things like guns and ships, the knowledge of which had been built from many generations and many civilisations, made them superior.

They also had a different view of the land. The land was there for them to exploit and was something they could own; a piece of paper called a 'title' was proof of this ownership. For them it seemed that the Aboriginal Australians just moved over the land; and if the Europeans took some land, the Aboriginal people could just as easily move somewhere else.

## 2a.3.3 Forms of Aboriginal and European contact

### Co-existence

The European occupation of King George Sound began as a military settlement. Although the Aboriginal population here was affected by European diseases, especially tuberculosis, Indigenous Australians and Europeans were each able to maintain their lifestyles while interacting on the settlement.



Two factors were in operation here. First was the role of particular individuals — in this case a close working relationship between a European doctor, Dr Isaac Nind, and a Nyungar man, Mokare. Second, because it was a naval settlement the British settlers were content to live on the edge of the sea and had no need of the land behind them; and though they made occasional trips of exploration, the two communities had time to come to an understanding of each other.

Another region in which a form of co-existence could take place was in outlying pastoral regions such as the western areas of Queensland and New South Wales, and the northern areas of Western Australia. Landholdings were large and Aboriginal people could live in a camp on the property. Here they were still free to practise their own rituals and to travel to sites for corroborees.

The owner provided them with flour and sugar, and in return they would help the owner with farming tasks. When the European children were very young they would play with the Aboriginal children but this would stop as the white children grew older.

**SOURCE 2** A contemporary illustration of the settlement at King George Sound in Western Australia



**SOURCE 3** A photograph of European and Indigenous stockmen on a Queensland cattle station in the late 1890s



John Oxley Library, State Library of Queensland, neg. no. 57573

## Missions and removal of children

Missions were established to convert Aboriginal people from what were thought to be their pagan beliefs, but they also provided a place to live and some protection from European attacks. Some missionaries made a real attempt to learn the local Aboriginal language and in doing so came to learn something of their culture.

As settlement expanded, the land on which missions was established became more valuable and governments closed the missions down, thus further disrupting Aboriginal communities. Children were taken away from their parents and put in separate institutions: girls were trained to be domestic servants and boys were given basic skills to be labourers. The authorities claimed they were doing this for the children's welfare but there was never any attempt to reunite them with their parents or relatives — they were effectively imprisoned until they reached working age, and usually badly treated.

In Victoria, a parliamentary Act in 1900 put the removal of part-Aboriginal children in the hands of the relevant government minister, with no right of appeal to the courts. Similarly, the *Aborigines Protection Act 1909* (NSW) was introduced in New South Wales to make it easier to remove Aboriginal children from their parents.

## Massacres

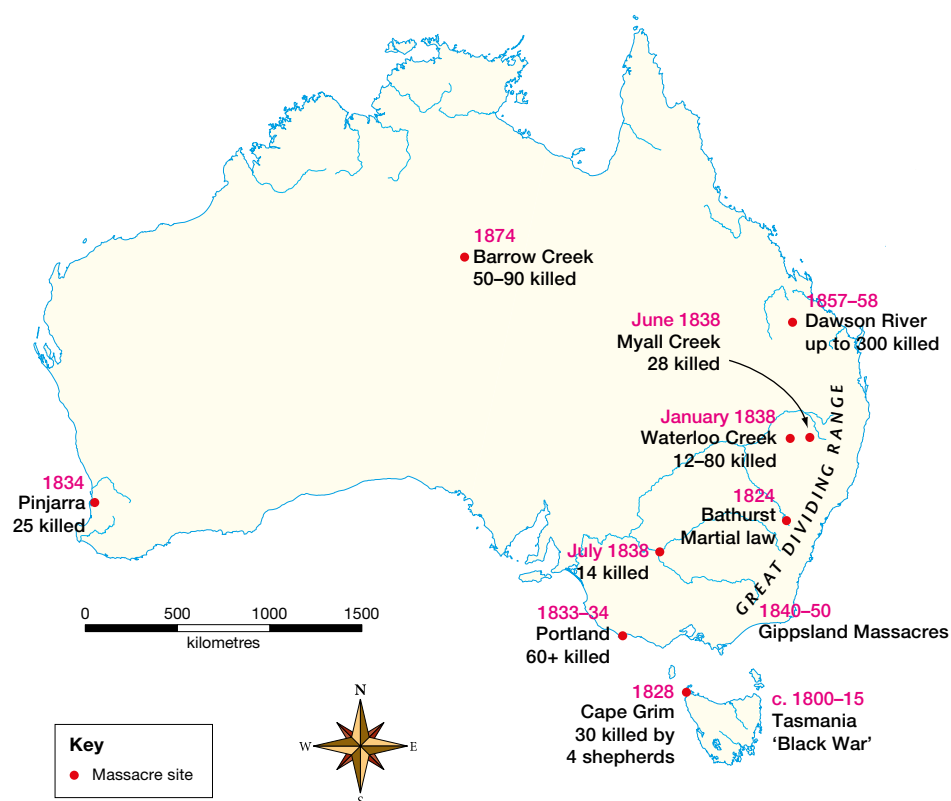
As European occupation spread further inland, settlers were now a long way from any government supervision. If a sheep was stolen by Aboriginal people whose own food supplies had been destroyed by European settlement, or an Aboriginal man speared a European who was trying to abduct an Aboriginal woman, often settlers would not investigate what happened or who was responsible. Instead they would take the opportunity to launch an attack on an Aboriginal camp site and kill as many men, women and children as they could.

Sometimes men would boast about what they had done, but often they would keep silent, out of both shame and fear of punishment. However, from a variety of sources — letters, diaries, newspapers, court records — over 40 separate massacres across the continent can be identified during the nineteenth century, with the numbers killed ranging from fewer than 10 in some cases to 15 to 50 in many others, and some in the hundreds.

## Myall Creek Massacre

In northern New South Wales, on 10 June 1838, approximately 28 men, women and children were murdered by 12 stockmen. The murderers dismembered their bodies and two days later came back to burn them to try to hide the evidence. This was the only case where white men were charged with the murder and, in this case after two trials, found guilty. Seven of them were hanged.

**SOURCE 4** Sites of some of the worst massacres up to 1874



**SOURCE 5** Testimony given at the second trial of those accused of the Myall Creek Massacre by George Anderson, who was in charge at Myall Creek Station when his employer was away

[T]hey came up galloping, with guns and pistols pointing towards the hut ... The blacks, when they saw the men coming, ran into our hut, and the men then, all of them, got off their horses, and Russell had a rope which goes round a horse's neck, and began to undo it, whilst the blacks were in the hut ... I asked what they were going to do with the blacks, and Russell said, 'We are going to take them over the back of the range, to frighten them' ... I heard the crying of the blacks for relief or assistance to me and Kilmeister; they were moaning, the same as a mother and children would cry; there were small things that could not walk; there were a good many small boys and girls; after they were tied, I saw Russell bring the end of the rope out they were tied with, and give it to one of the men on horseback; the party then went away with the blacks ... Some of the children were not tied; others were; they followed the rest that were tied; the small ones, two or three, were not able to walk; the women carried them on their backs in opossum skins ... when they were galloping up, I saw swords and pistols; they were not in sight above a minute or so after they went away; in about a quarter of an hour, or twenty minutes at the outside, I heard the report of two pieces, one after the other; the reports came from the same direction they went; the second was quite plain for anyone to hear; I only heard two; I did not hear anything else but these two shots.

I asked Foley if any of the blacks had made their escape; he said none that he saw; he said all were killed except one black gin; before the party came back Foley drew one of the swords out of the case and showed it to me; it was all over blood; during that time Davy and Billy came to the hut; in about an hour the other man came back to the hut; I saw smoke in the same direction they went; this was soon after they went with the firesticks.

## 2a.3 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. Identify two areas in which Europeans and Aboriginal Australians had some degree of co-existence.
2. List (a) the advantages and (b) the disadvantages that the establishment of missions had for the Aboriginal people.

### Perspectives and interpretations

3. Some massacres took place after Aboriginal people had speared livestock for food. From an Aboriginal perspective, why would killing a cow seem a legitimate thing to do?

### Research and communicate

4. Most Europeans failed to understand how different Aboriginal beliefs and practices were from their own. From the text and your own research, prepare a chart that describes the contrasting attitudes Indigenous Australians and European settlers had about:
  - land and its use
  - private property
  - religious practices.
5. Many Aboriginal people refused to be victims of European aggression. Research one example of Aboriginal resistance. Some examples you might choose from are:
  - 1795–1802 Pemulwuy and his son Tedbury (NSW)
  - 1822–24 Windradyne, who led Wiradjuri resistance along the Murray River (NSW, VIC)
  - 1843 Multuggerah, who led the Jagera in the Darling Downs (QLD)
  - 1890 Jandamarra, an Aboriginal resistance fighter in the Kimberley (WA).

### Develop source skills

6. From studying **SOURCE 1** and the text, what were important differences between Indigenous and European attitudes to:
  - (a) the land — 'the bush and all it contains'
  - (b) possessions that you have gained yourself?

7. Explain in your own words what the author meant when he said that the gift of food is not 'considered as a favour but as a right'.
8. By looking closely at **SOURCE 2** and reading the text about the settlement at Albany, answer the following questions.
  - (a) How does it indicate a degree of co-existence between the Aboriginal and European inhabitants?
  - (b) What does this illustration indicate about the nature of the European settlement that contributed to the two societies being able to co-exist?
9. What does the **SOURCE 3** photograph indicate about the relationship between European and Indigenous stockmen?
10. Read **SOURCE 5** and answer the following questions.
  - (a) What evidence is there that the Aboriginal people trusted George Anderson?
  - (b) Identify two ways in which the Aboriginal people were killed.
  - (c) What was the purpose of the fire?

## learn on RESOURCES — ONLINE ONLY



Complete this digital doc: Worksheet 2a.3 Aboriginal contact (doc-23122)

## 2a.4 Non-European experiences

### 2a.4.1 Non-European settlers

From the earliest days of the colony a wide variety of people settled in Australia. Some of the major groups in the nineteenth and early twentieth century played significant roles in the development of Australia. These included:

- people from South Asia and the Middle East working with camels in central Australia
- Japanese in the pearl industry in north Queensland and around Broome in Western Australia
- Chinese who came during the gold rushes but then stayed on to become traders and manufacturers
- South Sea Islanders working on sugar plantations in north Queensland.

### 2a.4.2 The 'Afghans'

Camels were ideally suited for transport in the desert regions of central Australia — they could carry large loads and could go for days without water.

Both the camels and the men to work with them were imported into Australia. Although the men were given the collective name of Ghans, as a shortened form of Afghanistan, they came from a wide region of south Asia and the Middle East — ranging from Turkey in the west to the Punjab region of India in the east.

Eighteen Afghans were brought out in 1838, but the industry really got underway when a pastoralist, Joseph Stuckey, brought out 100 camels and 31 cameleers in 1866. Numbers continued to increase and, in 1884, another 300 camels and 56 cameleers were brought out.

While some Europeans opposed the increasing number of Afghans being brought into the country, the Afghans played an important role. As well as carrying much needed supplies over large areas of

**SOURCE 1** An Afghan camel train





desert, they accompanied explorers who began their journeys into the inland, such as Warburton in 1873, and Ernest Giles in 1875. Many Afghan drivers also assisted in building the Overland Telegraph line from Adelaide to Darwin, completed in 1872.

The largest settlement of Afghans was in Marree, in central eastern South Australia. Goods were brought here from Port Augusta in the south and then transported across desert tracks to places such as Oodnadatta to the north-west and Birdsville in the north.

The cameleers were respected by those they worked with, but in the towns they were isolated from the Europeans, in a similar way to the Aboriginal people. When Afghans or Aboriginals died they were buried in a separate part of the cemetery. Some Afghans married Aboriginal women.

The majority of the Afghans were Muslims and they continued to practise their religion. Their mosques were generally simple structures built from mud brick or corrugated iron. Australia's first mosque was built in Marree in 1861. A brick mosque was built in Adelaide in 1888, with **minarets** added five years later.

### 2a.4.3 Japanese

The Japanese in Australia were mainly involved in the Australian pearl industry. The pearl industry began at Shark Bay in Western Australia, but the major sites became Broome in Western Australia and Thursday Island in the Torres Strait. At first, pearl-bearing oysters could be found close to shore, but soon this supply was used up and shells could be obtained only by diving to great depths. At this time there was no diving equipment such as helmets with an air supply. At first, Aboriginal and Islander people were used in diving for pearls. The first recorded Japanese diver arrived in the Torres Strait in 1876, and by 1898 they outnumbered the European population in the region. Over time, the Japanese had their own pearling ships, and by 1897 around one-third of the Thursday Island fleet was run by Japanese people. In Broome, at the start of the twentieth century, there were over 1000 workers. The industry was so profitable that when the White Australia policy was introduced at Federation, restricting Asian immigration, an exception was made for the Japanese pearl divers.

Other Japanese became involved in a variety of trading activities. For example, one Japanese businessman, Fusajiro Kanematsu, established a company that eventually controlled much of the trade of Australian wool to Japan. Many Japanese married Australians and raised families here. One of these, the Nakashiba family,

**SOURCE 2** An Afghan tombstone



**SOURCE 3** Japanese pearl fishermen in the early twentieth century



ran a store in Cairns that sold local and imported goods, making an important contribution to the wealth of the town.

### 2a.4.4 Chinese

Several thousand Chinese had come to Australia prior to the Gold Rushes of the 1850s. They came as indentured labourers — having to work to pay off the cost of their voyage.

The gold rushes in New South Wales and Victoria in 1851 led to a new wave of Chinese migrants. By 1857 there were 25 000 Chinese in Australia and this soon rose to 50 000, a number that then remained fairly constant.

The Chinese stood out among the many other nationalities on the goldfields because of their appearance, language and customs. However, they also had strong social networks, with access to supplies from market gardens and their own stores. Generally they were left alone to live in their own communities; but when things became difficult on the goldfields, they became a convenient target to turn on.

### Anti-Chinese uprising at Ararat

Victoria broke away from New South Wales to become a separate colony in 1851 — the same year in which the gold rush began. In 1855, Victoria imposed a poll tax of ten pounds (\$20) on each Chinese immigrant. To avoid this tax the Chinese landed in Robe in South Australia and walked more than 400 kilometres overland to the Victorian goldfields. In early 1857, a group of Chinese prospectors in the Ararat region discovered the richest **alluvial** goldfield in Australia's history — it produced five tons of gold in the first six months.

By early June there were 6000 miners on the goldfield. Hearing that another 2000 Chinese had arrived on the overland route from South Australia, and afraid that there would not be enough gold to go around, on 8 June 1857 about 20 Europeans attacked the Chinese. They beat them, stole their belongings and gold, burned their tents, and threw them off their claims.

### Lambing Flat riot

Arguably, the worst uprising against the Chinese took place in the Burrangong Goldfields, near Young in New South Wales. Late in 1860, European miners had mass meetings — called roll-ups — followed by the eviction of Chinese miners from sections of the field. The worst of these took place on the night of 30 June 1861, when a mob estimated to be about 3000 drove the Chinese from an area called Lambing

**SOURCE 4** A Chinese community on the goldfields



**SOURCE 5** The 'Roll Up' banner at Lambing Flat





Flat. Three of the leaders of the riot were arrested by police. In retaliation, about 1000 miners stormed the police camp on 14 July. The police broke this up with gunfire. One rioter died and many were wounded. Reinforcements of police, soldiers and sailors were then sent to the goldfields and two of the riot leaders were tried and jailed.

### After the gold rushes

Some Chinese returned to China but many stayed and played important roles as store keepers, market gardeners and furniture makers. Some became respected community members, such as Mei Quong Tart (1850–1903) and William Ah Ket (1876–1936).

Mei Quong Tart was born in China in 1850 but came to Australia at the age of nine with his uncle, who was the owner of a ship bringing Chinese to the goldfields at Braidwood in southern New South Wales. He was brought up in a European family where he learnt English and converted to Christianity. They encouraged him to buy shares in gold claims and this made him wealthy before he turned twenty. At the age of 36 he married a young Englishwoman, Margaret Scarlett. He made several trips to China where the emperor gave him the high status of mandarin. In the 1890s he ran restaurants and dining halls in Sydney. In 1902, he was assaulted by an intruder in his office in the Queen Victoria Building and, although he partly recovered, he died the following year. An elaborate funeral was held, with many hundreds of Sydney residents in attendance. In 1998, a statue was erected in his honour in the suburb of Ashfield, where he and his family had lived.

William Ah Ket was the son of a goldminer, who then established a tobacco farm on the King River in Victoria. He was educated at Wangaratta High School, but also had a Chinese tutor at home so he was fluent in both English and Chinese. He was a highly respected Melbourne barrister, as well as being acting consul general for China in 1913 and 1917.

**SOURCE 6** A photograph showing Quong Tart at his home in Sydney, around 1890



**SOURCE 7** Quong Tart's Elite Dining Room in the Queen Victoria Building



## 2a.4.5 South Sea Islanders in Queensland

In the 1860s, the Queensland colonial government found a new source of cheap labour in the islands of the South Pacific. At first, young men (and sometimes boys as young as nine) were brought from the New Hebrides and Fiji, and later from other South Pacific islands. Some may have been encouraged to come by promises of guns or money, but others were coerced or tricked (see **Source 8**). Irrespective of where they came from, they were given the derogatory name 'kanaka', a general word for 'man' in some South Pacific languages.

**SOURCE 8** A description of the way many Islanders were captured and brought to Queensland, from a book first published in 1923

Brutal and mean methods of capture were used. Natives were encouraged, for instance, to come to the recruiting vessel to trade, and after they had, unsuspecting, come on deck, were overpowered and taken below, the hatches being put on to prevent their escape. Sometimes their canoes would be run down, and as many as possible of the struggling natives picked up and clapped below the hatches; or perhaps their boats would be upset by something heavy being thrown into them when they reached the side of the ship . . .

M. Willard, *History of the White Australia Policy to 1928*, London, 1923; MUP 2nd edn 1967, p. 189.

**SOURCE 9** Many Pacific islanders were poorly treated, as illustrated in this cartoon by Phil May in the *Bullein*, 1886.



In the 30 years up to 1891, some 62 000 Islanders were brought in. Fewer than 4000 of these were women. They were first brought to work on cotton plantations in southern Queensland when the supply of cotton was threatened by the American Civil War, and later to work on the sugar plantations in northern Queensland.

South Sea Islanders contributed to the growth of the Queensland economy not just through their work on sugar plantations but also in other key industries such as farming and grazing, mining and the development of railways.

Their work conditions were harsh and living conditions very poor. As a result, by the early 1880s, the death rate among these workers was five times that of the European population.



Deepen and check your understanding of the topic with the following resources and auto-marked questions:

• **Non-European migration to Australia**





## 2a.4 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. Which group of immigrants was most associated with each of the following industries?
  - (a) Sugar cane
  - (b) Transport in inland Australia
  - (c) Pearling
  - (d) Retailing
2. Many immigrants remained to play a leading role in Australian society. Write a sentence about the contribution of each of the following immigrants.
  - (a) Fusajiro Kanematsu
  - (b) Quong Tart
  - (c) William Ah Ket

### Research and communicate

3. Using evidence from a variety of sources, research one anti-Chinese riot in the nineteenth century and discover what reasons Europeans gave for their actions. Present your results as a letter from a miner trying to justify his involvement in the riot.

### Develop source skills

4. From **SOURCE 1** and the text, make a list of the advantages camels had over alternative forms of transport in inland Australia in the nineteenth century.
5. Referring to **SOURCE 2**, answer the following questions.
  - (a) Write down the name, and birth and death dates.
  - (b) What script is used? What religion is usually associated with this script?
6. Why was Marree such an important centre for the Afghan cameleers?
7. What evidence indicates that the photograph in **SOURCE 3** was taken in the early twentieth century rather than in the 1880s?
8. From careful observation of **SOURCE 4**, did the Chinese work among the Europeans or separately? Give reasons for your answer.
9. From **SOURCES 6** and **7**, why do you think Quong Tart was so acceptable to Australians?
10. From **SOURCE 8**, list the different methods used to capture the South Sea Islanders.
11. Do you think the artist who drew the cartoon in **SOURCE 9** was in favour of the importation of South Sea Islander labourers or against it? What parts of the drawing help you to answer this question?

## 2a.5 Living and working conditions

### 2a.5.1 Boom and bust 1869–1910

In the period from 1860 to 1890, conditions improved for many Australian workers. Some of the factors involved in this increased prosperity were:

- increased wealth as a consequence of the gold rushes
- investment of this wealth in property and industries
- greater demand for goods and food because of the population increase
- more efficient farming methods, including the use of mechanical equipment.

However, much of this prosperity came to an end in an economic depression in the 1890s. This was a result of the interaction of two factors:

- Property prices rose to artificially high levels and then dropped suddenly. Fortunes were lost by people who had borrowed money to invest in the boom.
- Australia went through its worst drought up to that time, with many sections of the country being in drought from 1895 to 1903.

During this economic downturn employers tried to cut costs by reducing wages. Workers responded by building up strong unions and organising widespread strikes. These strikes often failed to achieve the results they wanted and led to increased support for a political party that would achieve their goals. Workers believed that having workers' representatives in government would mean that their interests were heard.

In New South Wales, in 1891, the Labor Electoral League was formed to use seats in government to press for improving the situation for workers; in an election that year, the League won 35 seats. In 1893 Queenslanders formed the first Labor government in the world by forming a coalition with other parties, but it lasted only six days.

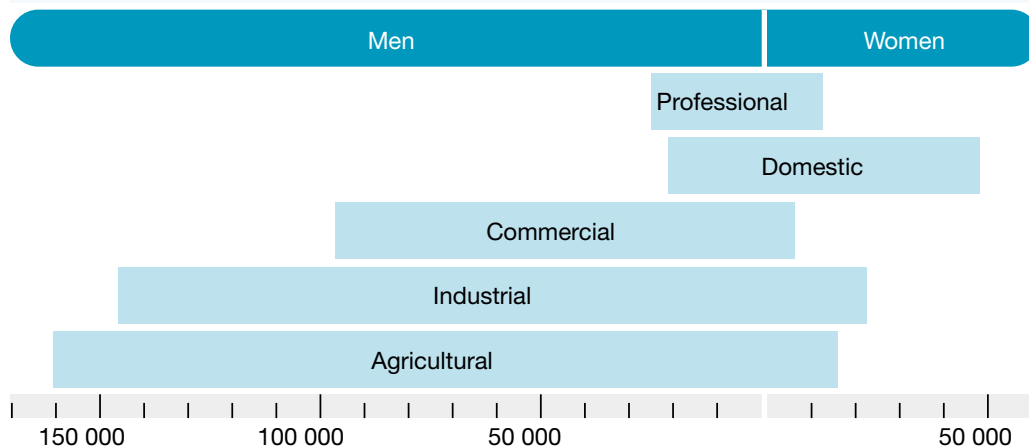
After 1901 the situation for workers began to improve. The worst of the economic depression was over and new immigrants from Britain led to the population rising from 3.8 million in 1901, to 4.9 million by 1913. With the end of the drought, in the following years, agricultural conditions improved, and exports — mainly of agricultural products — doubled in the same period. With the invention of large-scale refrigeration, exports now included meat.

### 2a.5.2 Social classes

People in 1900 often considered themselves to be members of a particular class in society. Members of the governor's family, wealthy professionals such as judges and surgeons, and the owners of large pastoral properties would have considered themselves to be upper class. Other professionals, such as lawyers and bank managers, would have been thought of as middle class. However, the vast majority of people were considered to be members of the working class.

The social class you were in depended on your income, your occupation and whether you lived in the city or country. **Sources 1, 2 and 3** show the numbers working in different groups, typical earnings for some occupations and living expenses. **Source 4** shows some of the occupations men and women were involved in.

**SOURCE 1** A graph showing numbers of men and women in occupational groups in Australia in 1900 (data from *Wealth and Progress in New South Wales, 1900–01*, p. 704)



**SOURCE 2** A table showing some typical earnings, in pounds (£), for different occupations around 1900

Occupation	Annual salary	Weekly salary (approx.)
Justice of Supreme Court	£2000	£40
General practitioner	£200–£500	£4–£10
Bank manager	£500	£10
Senior teacher	£300	£6
Skilled labourer	£150–£300	£3–£6
Normal labourer	£50–£150	£1–£3
Trainee bank manager	£25–£50	10s–£1
Woman in clothing industry	£50	£1

**Source:** Incomes derived from Stuart MacIntyre, *The Oxford History of Australia*, vol. 4, 1901–1942.

**SOURCE 3** An example of a family's weekly living expenses around 1910, in pounds (£), shillings (s) and pence (d)

Living expenses	Approximate weekly cost
Rent	£0.10s.0d (very basic)
Food	£1.2s.3d
Other groceries	£0.1s.10d
Clothing	£0.7s.1d
Fares	£0.1s.4d
Fuel and lighting	£0.5s.0d
Other	£0.7s.1d
<b>Total</b>	<b>£2.14s.7d</b>

**Source:** Expenditure derived from *Commonwealth Year Book*, 1910–1911.

**SOURCE 4** Some occupations around 1900



- A** Illustration from 1890 of workers in the dress-making department of a factory
- B** Photograph of a worker in a shoe factory
- C** Photograph of workers in the composing room of a newspaper

## 2a.5.3 Daily lives in the 1900s

### Shopping

Shopping was quite a different experience a hundred years ago. Refrigerators were not used until the 1920s and then only by those who were well off. Even as late as the 1940s, many working-class people could not afford a refrigerator. This meant that food was usually bought each day, and shops had to be in walking distance from people's homes. Most of these shops were located on street corners. Being on a corner had two advantages:

- It was accessible from four directions.
- Windows on the two sides of the corner could display goods to entice people to come into the shop.

Milk was brought around each day. The milkman had a horse-drawn cart with a large tank on it; and before sun rise he would visit each house in his area and pour milk into a container left on the porch of each house. Vegetables and fruit were often bought from hawkers. These were men in horse-drawn carts who made regular visits to different parts of the city and suburbs. Other goods sold in this way were toiletries, medicines and cosmetics.

### Working-class leisure

In the 1900s there was no radio, television or movies. Working-class families' lives were so hard they had little time for leisure during the week, and they also had to work Saturday morning. On Saturday afternoon they could go to a football match or horse racing.

By the early twentieth century, rugby union, rugby league and Australian rules football had been established in their present form. Australian rules football has a long and often disputed history. In 1862 the game was played under what were called Melbourne Rules, but it was in 1897 that the strongest and wealthiest clubs — Carlton, Collingwood, Essendon, Fitzroy, Geelong, Melbourne and South Melbourne — formed the Victorian Football League (VFL). The strongest team outside Victoria was Port Adelaide, and around the turn of the century they won four championships. In New South Wales, the New South Wales Rugby Football League (NSWRFL) was formed in opposition to Rugby Union and soon became the more supported of the two games.

Other entertainments included going in summer to a beach if they could afford the tram fare. On Saturday nights there were dances in local halls. Theatre was also popular for those who could afford it.

Working-class children might have a few simple toys or would play on the streets and lanes. A simple popular game was marbles. This was played with little brightly coloured glass balls. There were many variations of this game, but a simple version was where one child put a marble in the centre of a ring, and others tried to hit it by sending their marbles from outside the ring.

**SOURCE 5** A photograph of a corner store and a row of single-storey terrace houses



**SOURCE 6** A photograph of people at Coogee Beach in 1909





## Middle-class leisure

Middle-class people would often have a piano in their house and have 'sing alongs' around the piano. They would also have card parties. On weekends they might go on picnics where they would dress in their best clothes. In the evenings they might attend an opera or go to a musical theatre to see a Gilbert and Sullivan musical. The Melbourne-born singer Dame Nellie Melba (1861–1931) sang in Ballarat at the age of 24 before starring overseas in places such as Covent Garden in England, La Scala in Italy, and New York. After over 15 years overseas, she made her first long-awaited re-appearance

in Australia in 1902, doing a tour of all Australian states and New Zealand. Thousands turned out to greet her and the takings from her Sydney and Melbourne concerts were £21 000 (equivalent to about \$500 000 in today's money). Opera theatres were not restricted to the capital cities. Dame Melba sang in Gulgong, a goldmining town in the central west of New South Wales with its own opera theatre, the Prince of Wales, and she sang again in the Princess Theatre in Ballarat. Both of these theatres are still operating today.

In the country, rich landowners would usually have a tennis court on their property and would take it in turns to have tennis parties. They would also organise local race meetings.

## A nation of readers

Even today Australians are known as a nation of readers and this was certainly true in the 1900s. Even if they could not afford to buy books, they could borrow them from lending libraries. Today, local councils provide free library facilities to residents, but these functions were originally provided by schools of arts and mechanics' institutes ('mechanic' then was a general name used for working-class people). Almost any small town in New South Wales or Victoria had its school of arts or mechanics' institute. Their aim was to provide education to the adult population who may have received little formal education as children. Most of them had libraries attached and, in New South Wales, the government provided grants for the purchase of books. The extension of public education in the 1900s, the introduction of free public education by the state, and later provision of free local public libraries meant the end of most of these, but schools of arts and mechanics' institute buildings still remain all around Australia.

**SOURCE 7** A family picnic, around 1900, near Adelaide



**SOURCE 8** The library of the Ballarat Mechanics' Institute in 1936



## 2a.5.4 Growth of cities

All of Australia's state capitals are on the coast. This contrasts with similar-sized countries like the USA and Canada, which have many inland capital cities. A rapid increase in the population of Australian cities took place in the second half of the nineteenth century, particularly in Sydney and Melbourne, as a result of the gold rushes. Australia's population of 405 000 in 1850 more than doubled to over one million by 1858 and most of these new people settled in the cities.

The greatest increase occurred in Victoria. Between 1850 and 1860 its population went from 76 000 to 540 000, making it the biggest colony. Melbourne, Ballarat and Bendigo were among the five largest cities in Australia (Sydney and Adelaide were the others) and for about 25 years Melbourne's population was larger than that of Sydney.

**SOURCE 9** Population of Australia's capital cities and states in 1888

<b>Western Australia</b>	43 814	<b>Perth</b>	9 000
<b>Tasmania</b>	137 877	<b>Hobart</b>	34 000
<b>Queensland</b>	367 166	<b>Brisbane</b>	86 000
<b>South Australia</b>	309 453	<b>Adelaide</b>	115 000
<b>New South Wales</b>	1 044 290	<b>Sydney</b>	360 000
<b>Victoria</b>	1 079 077	<b>Melbourne</b>	420 000

## 2a.5.5 Marvellous Melbourne

Melbourne in the 1880s was one of the richest cities in the world, and was the second largest city in the British Empire after London. Many of its significant buildings were constructed from the wealth generated by the goldfields. Its Town Hall was built in 1867, with the tower and entry portico added in 1888. Parliament House was built in two stages — the Chambers for the Legislative Assembly and Upper House on each side in 1856, and then the central structure completed by 1892. Melbourne was also the centre for two International Exhibitions in 1880 and 1888. The 1888 exhibition had two million visitors, which was more than the whole population of Victoria at that time.

Melbourne's cable tram system began in 1885 and operated until 1940. The trams were powered by a continuously moving cable running along a groove between the tracks. The driver, called the Gripman, operated a series of levers that gripped on to the cable. The system became the fourth biggest in the world, with about 75 kilometres of double track and 17 inner-suburban routes. George Sala (1828–1895), a British journalist, visited Melbourne in 1885 and he summed up his visit by describing it in a report published in England as 'Marvellous Melbourne'.

**SOURCE 10** A photograph of Collins Street in Melbourne, c.1890



La Trobe Picture Collection, State Library of Victoria

## 2a.5.6 Department stores

A feature of the late 1880s was the development of the department store. Goods that were sold in individual shops, such as crockery, shoes and clothing, were all sold in the one big store in separate 'departments'. Sydney had a David Jones store as early as 1838. In 1887 the George Street store was rebuilt and this



had the first hydraulic lift in the country. The lift dramatically changed the city landscape. Up to this time commercial buildings were seldom more than three storeys high, as people were not prepared to climb more than two flights of stairs. The lift made far taller buildings possible.

**SOURCE 11** A photograph of George Street, Sydney, in 1900, showing the David Jones Store in the centre



Two years later, in Melbourne, the APA Building was Australia's first 'skyscraper'. Built to house offices, it had 12 floors and was 53 metres tall. This was built only five years after the world's first modern skyscraper in Chicago, Illinois, which had ten storeys and was 42 metres tall.

People living in the country did not miss out on the shopping experience. From the late 1890s, fully illustrated department store catalogues were posted all around Australia. Their arrival was eagerly awaited and pastoralists' wives would pore over them for days deciding what clothing and furniture they could buy. They would also look forward to shopping in the capital cities when they came for the agricultural shows.

Each city had its show organised by an Agricultural Society. These were modelled on similar societies in Britain and were intended to be places where farmers could gather together and share their knowledge. Over time they all acquired the title 'Royal' and they became places where city people could get a taste of country life.

The first show in Australia was held in Hobart in 1822, and was held at various sites until it finally settled at Elwick Knoll. Sydney's first show was a year later in 1823. It moved in 1882 to Moore Park where it remained until 1998 when it moved to its present site at Sydney Olympic Park. The Sydney show coincided with the Easter Holidays.

The first Perth show was held in Claremont in 1831 and it is still held at the same site. South Australia held its first in 1840, only four years after European settlement. Melbourne's show began as a ploughing competition in 1848. The showground was moved to St Kilda (1870) and then to Ascot Vale (1883). Until 1994, Show Day was a public holiday in the Melbourne metropolitan area.

## 2a.5.7 Skill builder: Perspectives and interpretations

Novels are based on fictional characters and events, but when they are written about life in the time of the author they can help us to understand what it was like to live in a particular place and time. The novel *The Workingman's Paradise* was written in the 1890s by William Lane. It was published to raise money for the families of men jailed for being involved in the Great Shearer's Strike of 1892. **SOURCES 12 to 16** are excerpts from a section of the novel in which characters Ned and Nellie visit various parts of Sydney.

Read the sources and complete the following activities.

1. Draw up a table with three columns headed Upper Class, Middle Class and Working Class.
2. Find examples of people in each class and list them in the appropriate column.
3. In the relevant column, write down the key words that refer to the appearance, habits and living conditions of each class.
4. From the information about why the book was published, and from the way the author describes different people, deduce what bias he might have and give evidence to support your view.

### SOURCE 12 The landlord

[S]he drew his attention to a stout coarse loudly jewelled man, wearing a tall silk hat and a white waistcoat ... His hands were thrust into his trouser pockets, wherein he jingled coins by taking them up and letting them fall again. The chink of sovereigns seemed sweet music to him.

'Who is that brute?' he asked then.

'That brute!' Why, he's a famous man. He owns hundreds of houses, and has been mayor and goodness knows what. He'll be knighted and made a duke or something. He owns the whole block where Mrs Somerville lives. You ought to speak respectfully of your betters, Ned. He's been my landlord, though he doesn't know it, I suppose. He gets four shillings a week from Mrs Somerville. The place isn't worth a shilling, only it's handy for her taking her work in, and she's got to pay him for it being handy . . .



### SOURCE 13 The waitress

The waitress was tall and well-featured, but sallow of skin and growing haggard, though barely 20, if that. Below her eyes were bluish hollows. She suffered plainly from the disorders caused by constant standing and carrying, and at this end of her long week was in evident pain.

'You're not allowed to talk either?' she asked the waitress, when the manager had disappeared.

'No. They're very strict. You get fined if you're seen chatting to customers and if you're caught resting. And you get fined if you break anything, too. One girl was fined six shillings last week.' ...

'Couldn't you girls form a union?' asked Nellie.

'What's the use, there's plenty to take our places.'

'But if you were all in a union there wouldn't be enough.'

'Oh, we can't trust a lot of girls. Those who live at home and just work to dress themselves are the worst of the lot. They'd work for ten shillings or five.'





#### SOURCE 14 The seamstress

‘Yes; plenty of work this week. You know what that means. No work at all when they get a stock ahead, so as to prevent us feeling too independent I suppose.’ ...

‘They’re going to reduce prices at the shop,’ went on Mrs Somerville. ‘They told me last time I went that after this lot they shouldn’t pay as much because they could easily get the things done for less. I asked what they’d pay, and they said they didn’t know but they’d give me as good a show for work as ever if I cared to take the new prices, because they felt sorry for the children. I suppose I ought to feel thankful to them.’ ...



#### SOURCE 15 Where the rich lived

When, in a bus, they rode through the suburbs of the wealthy, past shrubberied mansions and showy villas, along roads where liveried carriages, drawn by high-stepping horses, dashed by them, he felt himself in the presence of the fat man who jingled sovereigns. When in the tram they were carried with clanging and jangling through endless rows of houses great and small, along main thoroughfares on either side of which crowded side-streets extended like fish-bones, over less crowded districts where the cottages were generally detached or semi-detached and where pleasant homely homes were thickly sprinkled, even here he wondered how near those who lived in a happier state were to the life of the slum, wondered what struggling and pinching and scraping was going on behind the half-drawn blinds that made homes look so cosy.

#### SOURCE 16 Where the poor lived

Several times she [Nellie] turned down passages that Ned would hardly have noticed, and brought him out in courts closed in on all sides, from which every breath of air seemed purposely excluded. Through open doors and windows he could see the inside of wretched homes, could catch glimpses of stifling bedrooms and close, crowded little kitchens . . .

The first thing that impressed him was the abandonment that thrust itself upon him in the more crowded of these courts and alley-ways and back-streets, the despairing abandonment there of the decencies of living. The thin dwarfed children kicked and tumbled with naked limbs on the ground . . .

## 2a.5 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. Between 1860 and 1910 Australia passed through three quite different economic periods. Indicate the main features of each period and the factors that caused the situation. Present your answers in a table like the one below.

Dates	Level of prosperity	Main causes of this

2. What were the two largest capital cities in 1888 and what were their populations?
3. Which capital city had the smallest population at this time and what was its population?
4. How did 'department stores' get their name?
5. What were two ways in which people living in rural areas could still enjoy a shopping experience?
6. How did the elevator change the appearance of Australian cities?

### Perspectives and interpretations

7. Working in groups of three, write three biographies of 150–200 words each of a man or woman from each of the three social classes. Use material in this topic, as well as some additional research. You may also base this on one of your ancestors if they lived in Australia at this time.

For each person, write about:

- (a) his or her occupation, if they have one, including how much they might earn
- (b) where they live and what type of house they have
- (c) their means of transport, if they have one
- (d) their entertainment.

### Research and communicate

8. Research the development of public transport systems (horse-drawn vehicles, trams and trains) up to 1900 in one Australian capital city. In your presentation of your research, include a timeline, some pictures and a copy of at least one contemporary document as well as some text. Further information can be found in the section on Australia in the Industrial Revolution in Topic 1a.

### Develop source skills

9. Study **SOURCE 1** to answer the following questions.
  - (a) What is the most common occupational group for women?
  - (b) What are the two most common occupational groups for men?
10. What evidence in **SOURCE 4C** indicates that this occupation should be included in the skilled labourer category?
11. Working in small groups, complete the following activities.
  - (a) Using **SOURCE 2**, estimate the salary that a person working in each of the occupations shown in **SOURCE 4** might earn. (Note that women working in similar occupations to men received a lower wage.) Give reasons for your answer.
  - (b) Using **SOURCE 3**, comment on how well each of the **SOURCE 4** workers would be able to support a family. If their wages were low, what choices might they have to make to survive?
12. Look closely at **SOURCE 5**.
  - (a) At the time the photograph was taken, was this a middle-class or working-class area? Give reasons for your answer.
  - (b) From the signs in the shop windows, what could you purchase and what could you get done at this shop?
13. Using the photograph in **SOURCE 6**, identify three ways in which people behaved differently on the beach in 1909.

14. List the evidence in the **SOURCE 7** photograph that indicates this is a middle-class family.
15. The library in **SOURCE 8** was funded by working-class people themselves. Why did richer people not need a library like this? Why do you think the workers went to the trouble of organising such a big library?
16. Study **SOURCE 9** and answer the following questions:
  - (a) Present the information as column graphs, with each capital beside its respective state.
  - (b) Which three states had the greatest proportion of their population outside the capital city?
  - (c) Which three states had the greatest proportion of their population in the capital city?
17. List three similarities between Sydney and Melbourne as shown in **SOURCES 10** and **11**.
18. From a close study of the trams in **SOURCES 10** and **11** and referring to the text, describe the different ways in which the trams were moved.

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Deepen and check your understanding of the topic with the following resources and auto-marked questions:

🔍 Living and working in Australia

**learnon** RESOURCES — ONLINE ONLY



Complete this digital doc: Worksheet 2a.5 Changing jobs and conditions (doc-23123)

## 2a.6 Self-government and democracy

### 2a.6.1 Arguments for change

Captain Cook gave the name New South Wales to the eastern half of Australia. Over the next 100 years, Britain established six separate colonies, each with its own form of government, but each was still ruled by a governor appointed by Britain. As well as New South Wales, established in 1788, these were Van Diemen's Land (Tasmania) in 1825, South Australia and Western Australia in 1836, Victoria in 1850 and Queensland in 1859. As early as 1857 a Victorian committee explored the idea of a 'federal union', but it was not until the 1880s that people began to take the idea seriously.

#### Economic advantages

If a Victorian farmer wanted to sell potatoes in New South Wales, as they brought them across the Murray River they would have to pay a tax called customs duty, and a similar process would apply if a New South Wales farmer wanted to sell oranges in Victoria. Under a **federation**, these customs duties, or tariffs, would be removed and it was thought that this free trade between states would lower the costs of production and open up new markets. Some politicians also believed that the businesses and governments of other countries would be more willing to invest in and grant loans to a united Australia than to individual colonies.

#### Fear of invasion

Defence was also raised as an issue from the 1880s onward. Each colony had its own small defence force but the country mainly depended on Britain's navy for protection.

Australia had a very long coastline and a small population and it would be difficult to prevent other European nations from setting up colonies. Germany

**SOURCE 1** A customs house at Wahgunyah on the Victorian side of the Murray River in the 1890s. There was also a customs house at the other end of the bridge in Corowa in New South Wales.



was showing an interest in New Guinea, the French in the Pacific islands, and Russian ships were also present in the Pacific.

When Germany occupied the northern part of New Guinea, Queensland took possession of the south-west of the island, but some people believed that a united Australia could have kept Germany out altogether.

**SOURCE 2** A map showing the colonial powers in the countries surrounding Australia in the nineteenth century



## Protection of a ‘White Australia’

Since the influx of foreigners that arrived with the gold rushes, Australians were making it increasingly clear that they wanted to preserve their colonies as places for white people only. By the 1890s, each colony had its own anti-Chinese laws in place and the issue of Asian migration was raised regularly in the media and in political cartoons. Some historians believe that the fear of Asian immigration was a major reason for many people’s support for federation.

## An Australian nationalism

In the 1880s there was a growing sense among many that Australia, rather than Britain, was ‘home’. In 1881, 60 per cent of the population had been born in Australia and by 1901 this was 75 per cent.

A sense of **nationalism** also began to emerge in the media. *The Bulletin* magazine, first published in 1880, encouraged the growth of Australian literature. It was an outspoken critic of Britain and of Australia’s links with the ‘mother country’. It published writings and poems in support of a republic and whipped up anti-British feeling among its readers through cartoons and critical comments about the British royalty and ruling class.

Painters began highlighting the special features of the Australian landscape. Early painters in Australia had tended to depict Australia as though it was a European landscape, with soft light, green pastures and European trees. In the late 1880s, a new group of painters, which included Tom Roberts and Arthur



Streeton, went out from Melbourne by steam train to what was then the country district of Heidelberg. They would often paint in the bright light of a typical Australian summer's day, in which the grass became almost white and gum trees dominated the landscape (see **Source 3**). They became known as the Heidelberg School of painters.

Poets began to celebrate the sound of bellbirds, the warble of magpies and the laughter of kookaburras, all of which had previously been compared unfavourably with the 'sweet' sounds of English birds.

**SOURCE 3** Arthur Streeton's painting *Golden Summer, Eaglemont*, 1889



Oil on canvas 81.3 × 152.6 cm National Gallery of Australia, Canberra

### Improving connections

By the latter part of the nineteenth century, the isolation of the Australian colonies had lessened greatly. The opening of the Suez Canal (a short-cut for ocean vessels through the Middle East) in 1869 and the development of steam ships meant that the voyage from Britain now took only 30 days rather than several months.

Each of the colonies had its own postal system, but the development of the telegraph from the late 1850s meant that messages could be sent almost instantaneously by Morse code. By 1870, all Australian capitals had telegraph links. In 1872, the Overland Telegraph Line between Adelaide and Darwin was completed, and underwater cables transmitted signals from Australia to the rest of the world.

Railway building projects in the 1880s connected Melbourne and Sydney by 1883 and Brisbane and Sydney by 1888, although each colony developed its rail systems separately and used different track widths, or gauges (see subtopic 1a.8), necessitating a change of trains at borders for passengers travelling between colonies. Despite this increasing connectedness, and other arguments for change, there was little public interest in the idea of federation. It would take the involvement of some powerful and committed individuals to carry the issue forward.

## 2a.6.2 Moves towards federation

### Early efforts

In 1881, Sir Henry Parkes (1815–1896) proposed that a federal council be formed to raise public awareness of federal ideas and discuss matters that were of common interest to all the colonies. The council was formed in 1885 but, having no real authority and lacking the support of New South Wales, it was largely ineffective and was later abandoned. Parkes made a second attempt to spark interest in federation in a speech made in October 1889 at Tenterfield, New South Wales. He called for a Parliamentary Convention — a meeting of delegates from each colony — to write a federal constitution. The convention was held in Sydney in 1891, but as the Australian colonies were in a state of serious economic depression at this time, there was little real interest and the issue seemed to fade once more.

**SOURCE 4** An extract from a newspaper report on the pro-federation speech made by Sir Henry Parkes in October 1889, known as the Tenterfield Oration

The great question which they now had to consider was whether the time had not now come for the creation on this Australian continent of an Australian government ... to preserve the security and integrity of these colonies the whole of their forces should be amalgamated into one great federal army ... They had now, from South Australia to Queensland, a stretch of about 2000 miles of railway, and if the four colonies could only combine to adopt a uniform gauge, it would mean an immense advantage in the movement of troops.

*Sydney Morning Herald,  
25 October 1889.*

### The second convention

Many people and organisations would not let the idea of federation die. Groups such as the Australian Natives Association, established in 1871, thought federation was too important an issue to be left to the politicians and, in 1893, they met at Corowa in southern New South Wales. They put forward the proposal for a second convention, with two important differences from the first:

1. The delegates from each colony would be elected directly by the people, rather than be appointed by the colonial parliaments.
2. Once a constitution was decided on, it would then go back to the people of each colony, who would decide whether or not to accept it.

This second constitutional convention met in Adelaide, Sydney and Melbourne in 1897 and 1898. In 1898, a vote on the constitution they had drawn up was held in Victoria, New South Wales, South Australia and Tasmania. All four voted to accept federation, but the New South Wales Parliament had said it would not accept the vote unless there were more than 80 000 'yes' votes. Even though the majority in New South Wales voted for federation, there were only 72 000 votes (see **Source 11**).

**SOURCE 5** Sir Henry Parkes, known as the 'Father of Federation' for his role in pushing the federation cause in the 1880s and 1890s. He died in 1896 before his dream became a reality.



There seemed little point in going ahead with a form of federation in which only three colonies were involved, so the premiers got together to make changes that would make New South Wales and Queensland happier with the constitution. In a new **referendum** in 1899, all colonies except Western Australia accepted the constitution. New promises were made to Western Australia and, in a separate referendum in 1900, its people decided to join.

Each of the colonies was still ruled by Britain, so the actual Act to establish Federation had to be passed by the British Parliament. Queen Victoria signed the *Commonwealth of Australia Constitution Act* on 9 July 1900, and the new nation officially began on 1 January 1901 at a ceremony in Centennial Park, Sydney. The colonies became states of the Commonwealth of Australia. The Earl of Hopetoun was appointed by Queen Victoria as Australia's first Governor-General and Sir Edmund Barton was sworn in as the nation's first Prime Minister.

**SOURCE 6** Sir Edmund Barton served as Australia's first Prime Minister, 1901–03.



### 2a.6.3 Features of the Constitution

The politicians, businessmen and lawyers who created the Constitution faced complex tasks. Although the colonies saw advantages in having a federal government, they wanted to retain for themselves as much of their independence as possible. The smaller states also did not want to be dominated by the larger ones. These needs were achieved in three ways:

1. by spelling out (in Section 51 of the Constitution) specifically what the federal powers were to be, so that anything else could remain with the states
2. by creating an upper house, the Senate, in which each state, irrespective of its size, had the same number of members
3. by stating that the Constitution could be changed only by a referendum, in which the people would vote yes or no for the change. As smaller states were concerned that electors in Victoria and New South Wales could, by themselves, make up a majority in such a vote, it was also decided that change required the agreement of *both* a majority of voters *and* a majority of states.

It was decided to base Australia's system of government on the British, or Westminster, system, where there is:

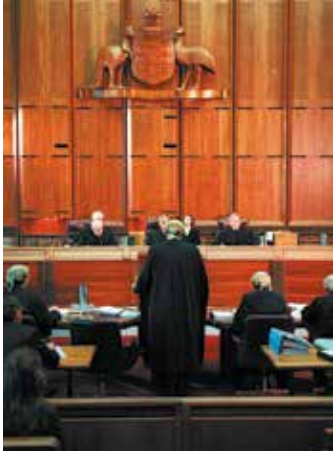


- a head of state (the monarch, or Crown, represented in Australia by the Governor-General)
- an executive, centred on the Prime Minister as leader of the political party forming the government
- an opposition.

Three arms of government were created: the legislature, executive and judiciary (see **Source 7**).

The Constitution also provided for the High Court, which has two functions:

1. to ensure that laws passed by Parliament are consistent with the Constitution
2. to be the final court of appeal on cases that affect all of Australia.

**SOURCE 7** A diagram showing the structure of Australia's Commonwealth Government as a constitutional monarchy. This follows the Westminster division of power.

The judiciary	The legislature	The executive
<p><i>High Court</i> Deals with constitutional matters and appeals from the federal and state Supreme courts</p> 	<p><i>Parliament</i> Comprises the Senate (Upper House), the House of Representatives (Lower House) and the Crown, represented by the Governor-General</p> 	<p><i>Governor-General, Prime Minister and Cabinet</i> Monarch's representative in Australia, with senior federal ministers and public service</p> 

## 2a.6.4 Parliament in action

Parliament's main task is to make laws. The men who wrote the Constitution decided that the new federal parliament, whose laws would apply to all of Australia and not just a particular colony or state, would consist of Britain's monarch as head of state (the king or queen), a Senate (the 'upper' or 'states' house') and a House of Representatives (or 'lower house').

Since it was clear that the monarch did not live in Australia, a Governor-General was to represent the king or queen in Australia. The Constitution states that the Governor-General is to be appointed by the monarch, but now in practice the monarch accepts the person recommended by the Australian Prime Minister.

The Senate and the House of Representatives are made up of politicians elected, or voted, into power by the people.

### Role of the House of Representatives

In theory, the House of Representatives is more powerful than the Senate. Firstly, only the House of Representatives can decide to impose taxation and spend money (that is, introduce 'money Bills'). Secondly, the government is created by the political group or groups that have a majority of politicians in the House of Representatives. The party with a minority of members in the House of Representatives is called the Opposition.

The Prime Minister selects some members of Parliament (from his or her own party) to be other **ministers**. These men and women manage different parts of the government's responsibilities. These include defence, foreign affairs and Aboriginal affairs, but the most important minister, after the Prime Minister, is the Treasurer. The Treasurer is responsible for raising and spending money. The Prime Minister and senior ministers meet together as the **Cabinet** — it is here that the most important government decisions are made.

### Role of the Senate

The Senate is not without power. It may refuse to pass Bills sent to it by the House of Representatives. If it did this repeatedly, the work of government would grind to a halt. To avoid this deadlock, the men who wrote the Constitution decided that if the Senate refused to pass a proposed law from the House of Representatives twice in three months, then there could be a **double dissolution**. Both houses would be



dissolved (or closed) and a general election held. After the election, if the Senate again refused to pass the Bill or Bills, the two houses of Parliament would meet together in a joint sitting and a simple majority vote would be taken to decide the issue.

**SOURCE 8** A photograph of the House of Representatives chamber in Parliament House, Canberra



**SOURCE 9** A photograph of the Senate chamber in Parliament House, Canberra



## 2a.6.5 Levels of government

There are three levels of government in Australia: federal, state and local. Each has its own area of responsibility. The powers of the new Commonwealth Government were set out in Section 51 of the Constitution, which lists 39 items over which the Commonwealth Government has authority to make laws. Items not mentioned in the list remained the responsibility of the states. Areas where both Commonwealth and state governments can make laws are known as ‘concurrent powers’.

## 2a.6.6 Changing and interpreting the Constitution

Section 128 of the Constitution sets out the way the Constitution can be changed: a referendum must be held and the Constitution can be changed only if a majority of voters in a majority of states vote in favour of the change.

The actual words of the Australian Constitution have changed very little over 100 years. However, if some of its original writers came back today, they would hardly recognise some of the ways in which it is now applied. Some of the changes that have taken place relate to:

- the ways in which it has been interpreted by the High Court in response to changing circumstances
- the citizenship rights granted to indigenous Australians after the 1967 referendum
- the much greater role played by the Commonwealth Government today, compared with the relatively minor role it had at the start of the century.

**SOURCE 10** Powers of government

Federal		
Taxation (income tax, company tax, customs and excise duties)		
Immigration	Trade	Communication
Transport (aviation, shipping)	Aboriginal welfare	Health (Medicare, drug control)
Social security (pensions, unemployment benefits)		
Defence (armed forces)	Education	Development (national projects)
(universities and colleges, aid to schools)		
Antarctica	Foreign affairs	
State		
Education (primary and secondary schools, teacher training)		
Law and order	Transport (state roads, railways)	
Health (hospitals, nursing services)	Development (land sales, building projects)	
Local government	Taxation (state taxes)	Aboriginal welfare
Housing	Services (such as electricity)	Environment protection
Local		
Minor roads	Street lighting	
Swimming pools		
Parks and sporting ovals		
Rubbish collection	Baby health centres	

It is the role of the High Court to interpret and apply the Constitution. For example, if there is a conflict between the Commonwealth Government and a state government and both make a law on a certain area, the High Court makes a decision on who has the right to make the law.

## 2a.6.7 Federation and links to Britain

While Federation meant Australians were taking more responsibility for their own affairs, strong links with Britain remained. For many years, Britain retained a very strong influence on Australia's foreign policy, defence and trade; legal systems; and political systems (through the appointment of British governors-general).

Both Labor and non-Labor governments in the early days accepted that, in general, Britain should determine our foreign policy. When Britain was finally persuaded to allow Australia to build up its own navy, this was done on the understanding that if war broke out, these ships would be placed under British control. In trade also, Britain was given special treatment, with lower tariffs than other countries.

British businessmen also wanted to retain legal protection for their businesses in Australia. They felt secure while the colonies were ruled by Britain but British businessmen were afraid that, after Federation, Australian courts might make decisions that would not be in their financial interest. They insisted that in some cases appeals could go from the High Court of Australia to the **Privy Council** in Britain. The final removal of this right of appeal did not take place until 1986. From this point on, the High Court became the highest court of appeal in Australia.

Britain also had a great political influence through the Governor-General. For more than 20 years after Federation, it was taken for granted that the Governor-General would not be an Australian but would be a British aristocrat. Until 1926, the Australian Prime Minister could not speak directly to the British government; instead he had to pass messages through the Governor-General.

In October 1929, the Labor Party, under John Scullin, won the election. In 1931 he recommended to King George V that Sir Isaac Isaacs, a lawyer, should become the first Australian-born Governor-General. Up to this time, the British government had assumed that all governors-general would be British, and Scullin had to go to London to insist that they accept his choice of an Australian for the role. Since 1970, it has been expected that any governor-general would be an Australian citizen.

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## 2a.6.8 Skill builder: Using statistics

Statistics — the collection and interpretation of numerical data — can be a valuable source of evidence to the historian. However, as with all source material, the value of the evidence depends on the questions you ask.

**SOURCE 11** shows voting figures in referendums in Australia from 1898 to 1900.

**SOURCE 11** Voting figures on referendums held between 1898 and 1900

1898	Yes vote	No vote
New South Wales	71 595	66 228
Victoria	100 520	22 099
Tasmania	11 706	2 716
1899	Yes vote	No vote
New South Wales	107 420	82 741
Victoria	152 653	9 805
Queensland	38 488	30 966
South Australia	65 990	17 053
Tasmania	13 437	791
1900	Yes vote	No vote
Western Australia	44 800	19 691

If you wanted to ask which states were most important in and supportive of the referendum, you would need to know the population of the states; you would also need to be aware that, except in South Australia, only adult men had the vote. **SOURCE 12** shows the populations of the colonies in 1899. Practise your skills in using statistics by completing the questions that follow.

**SOURCE 12** Population figures in the Australian colonies, 1899

	Males	Females	Total
New South Wales	707 164	632 050	1 339 214
Victoria	599 765	588 776	1 188 541
Queensland	271 891	214 424	486 315
South Australia	183 101	176 197	359 298
Western Australia	106 816	63 442	170 258
Tasmania	90 337	82 025	172 362

1. By comparing the total population with the total number of votes for 1899, in which two states did the greatest proportion of voters turn out? Suggest possible explanations for this.
2. In which state did the smallest proportion of voters turn out? Why?
3. From a study of the figures in **SOURCES 11** and **12**, decide whether the evidence supports the statements in the following table being true or false, or whether no evidence is provided either way.

Statement	True	False	No evidence
(a) Smaller states were less likely to support federation.			
(b) Some states took a longer time to support federation.			
(c) Queensland was the strongest opponent of federation.			
(d) Interest in federation declined over time.			
(e) Tariffs were an important issue in New South Wales.			

## 2a.6 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. Why did the movement that began in Corowa in 1893 succeed when earlier ones had failed?
2. Identify three ways in which the Constitution helped protect smaller states from being dominated by a Commonwealth Government.
3. The House of Representatives plays a much more important role than the Senate. What are two ways in which this importance is shown?
4. What is meant by a 'double dissolution'? What events have to happen before this can take place?

### Research and communicate

5. Divide into groups based on the states and prepare your own state's case for or against Federation. Organise a 'Federation Forum' in which a representative of each state presents their case and then other states have the opportunity to respond.
6. Some people argue that to be truly independent we should not have an English monarch as our head of state, but instead become a republic, with an elected head of state. In groups, research arguments for and against this. Give the 'for' and 'against' arguments to two teams who will debate the question.

### Develop source skills

7. What effect would customs houses such as the one pictured in **SOURCE 1** have had on people who lived nearby on opposite banks of the Murray River?
8. From a study of **SOURCE 2**, list countries near Australia that were once ruled by each of the following European powers: Netherlands, Portugal, Britain, France, and Germany.
9. In **SOURCE 4**, what does Sir Henry Parkes see as a reason for federation of the states?
10. From **SOURCE 10**, find three areas where state and federal responsibilities overlap. In each of these cases, outline the particular part played by the state government and by the Commonwealth Government.

## 2a.7 Indigenous and women's rights

### 2a.7.1 Rights for Indigenous Australians

In 1900, in most states in Australia and in most countries in the world, only men had the right to vote. After Federation all women were given the right to vote but at the same time Indigenous Australians actually lost rights they previously had.

Before Federation, all Indigenous Australians were, in theory, British subjects and in most colonies male Indigenous Australians had the right to vote, although only a few were in a position to take advantage of this. Queensland removed this right in 1885, followed by Western Australia in 1893.

Aboriginal people were dispossessed of their land and increasingly marginalised through colonial government policies during the 1800s. Few people involved in writing the Constitution were interested in discussing their rights. In fact, the opposite took place: three limitations were placed on the rights of Aboriginal people in the Constitution.

- Their right to vote was removed.
- They were not to be included in the **census**.
- The Commonwealth Government did not have any power to make laws on their behalf.

These did not seem significant at the time but, by the 1960s, there was pressure for change.

### The right to vote

At the time of Federation, all those who had voting rights in state elections also had voting rights in the federal election, so women in South Australia and Western Australia and Indigenous Australians in states such as New South Wales and Victoria had the right to vote. However, many of these rights for Indigenous Australians were taken away as a result of the first *Commonwealth Franchise Act 1902*, and further restrictions were placed on their right to vote in 1922 when Commonwealth and state electoral rolls were standardised.

### Powers of the federal government to make laws

One mention of Aboriginal peoples was in Section 51 of the Constitution. Subsection 26 gave the federal parliament power to make laws for 'the people of any race, *other than the Aboriginal race in any state*, for whom it is deemed necessary to make special laws'. The effect of this was to prevent the Commonwealth Government making laws to benefit Aboriginal people. The colonies argued that they did not want the Commonwealth Government to interfere in their own policy making on Aboriginal issues.



**SOURCE 1** Aboriginal voting rights in Victoria were removed in 1904, as described in this advice from the Attorney-General.

It appears that certain aboriginal natives in Australia enrolled at the mission station, in the Riverina electorate, were struck off the state Electoral Rolls by a State Revisions Court held in February last; but their names still remain on the Commonwealth Rolls.

The Secretary, Department of Home Affairs, asks for advice whether they are entitled to vote at the by-election now pending.

The State qualification has since ceased; and consequently these aboriginals would not now be entitled to have their names *placed* on an Electoral Roll (Commonwealth Franchise Act, 1902, section 4). Their names can therefore ... be removed from the Roll at a Revision Court; but until their names are so removed they are entitled to vote ...

Attorney-General's Department to the Chief Electoral Officer, 23 April 1904, 04/3022, National Archives of Australia.

**SOURCE 2** A cartoon by Phil May in *The Bulletin* in 1888, titled 'A curiosity in her own country'



## The right to be counted

A second mention of Aboriginal Australians was in the section describing the census. Here the Constitution stated: 'In reckoning the numbers of people in the Commonwealth, or of a state or other part of the Commonwealth, Aboriginal natives should not be counted'. The larger states did not want the smaller states swelling their numbers by including their Aboriginal population, while the smaller states did not want Aboriginal people included in calculations for taxes they had to pay the Commonwealth Government.

### RETROFILE

Through a series of changes in various states, Indigenous Australians gained or regained the right to vote, until by 1965 they had voting rights in all state and federal elections.

The two sections of the Constitution that restricted federal power to legislate for Aboriginal Australians and prevented them from being counted in the census were removed by a referendum held in 1967.

## 2a.7.2 The vote for women

In 1894, women in South Australia were granted suffrage, which means 'the right to vote' in that colony's elections. This was one of the earliest instances anywhere in the world of women winning voting rights. The success in South Australia strengthened the resolve of women in the other colonies to push for the same rights. Individuals emerged who were prepared to take direct action. For example, Louisa Lawson, mother of the poet Henry Lawson, established the Dawn Club in 1888 to campaign for women's suffrage. From the 1890s, more women's groups were formed and campaigned strongly through demonstrations, petitions and literature magazines. The Womanhood Suffrage League of New South Wales, led by Maybanke Wolstenholme and Rose Scott, petitioned those who attended the 1897 Federal Convention to address women's voting rights. Magazines such as Vida Goldstein's *Australian Woman's Sphere* were published, and street marches were organised to draw attention to their cause. Western Australia was the next colony to grant women the vote in 1899.

**SOURCE 3** Extracts from a petition sent to the Federal Convention from the members of the Womanhood Suffrage League of New South Wales, 23 March 1897

1. The humble petition of ... the Womanhood Suffrage League of New South Wales respectfully sheweth ...
2. That at the present time in New South Wales, Victoria, Western Australia and Tasmania women do not possess the right to vote for ... members of the parliament of the said colonies, whilst in respect of South Australia such right has been conferred upon the women of that colony and that therefore the women of the colonies first mentioned are under a disability from which the women of South Australia have been relieved.
3. That (as the Honourable George Reid, Premier of New South Wales, has said) ... 'in this matter the taxpayers have much more at stake than the politicians' and that the women of the various colonies are taxpayers ... and will be taxpayers under any federal government which may be established.
4. That women are patriotic and law-abiding citizens taking an equal part in the religious and moral development of the people and doing more than half of the educational and charitable and philanthropic work of society as at present constituted — that therefore whatever federal franchise shall be ... possessed by male citizens should also be ... possessed by women ...

National Archives of Australia.

**SOURCE 4** An illustration that appeared on the cover of the second issue of the *Australian Woman's Sphere*, October 1900



La Trobe Collection, State Library of Victoria

The question of giving a vote to women had to be faced by the writers of the Constitution. It was decided that only (white) women living in states that had already granted female suffrage in state elections (South Australia and Western Australia) would be entitled to vote in federal elections, and any further extension would be left up to the new federal parliament to decide.

One of the first Bills of the new Commonwealth Government was a **franchise** Bill to give all women a vote in federal elections. This was passed in 1902. Gradually this right was extended to state elections. Victoria was the last to achieve this in 1908.

## 2a.7 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. Identify three ways in which the new federal Constitution reduced the rights of Aboriginal Australians.
2. Which colony first gave the vote to women?
3. How did women draw attention to their cause?

### Research and communicate

4. In many countries the right to vote was determined by how much property you had rather than your sex. For example, in Sweden between 1718 and 1771, women who owned property had the right to vote, but women who did not own property could not vote.  
After doing some research, prepare a timeline that covers key dates for women getting the right to vote:  
(a) throughout the world from 1718 to 1890  
(b) in New Zealand and Australia (including the Australian states) from 1890 to 1910.

### Develop source skills

5. Read **SOURCE 1** and explain why Aboriginal Australians were originally on the Commonwealth Electoral Roll and why their names were taken off.
6. Why is the Indigenous Australian woman in **SOURCE 2** a 'curiosity' to the city people in the cartoon?
7. Read **SOURCE 3** and list the women's reasons for wanting the right to vote.
8. What argument is put forward in the **SOURCE 4** illustration for giving the vote to women?

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Deepen and check your understanding of the topic with the following resources and auto-marked questions:  
➤ **Democratic reform**

## 2a.8 Social legislation

### 2a.8.1 Preserving a 'White Australia'

#### Australia's ethnic composition

Australia in 1900 was made up predominantly of those who had migrated from the United Kingdom (England, Scotland, Ireland and Wales). Around 17 per cent of the population were British-born. Of the non-Indigenous population, 75 per cent were born in Australia, and most of these had parents or grandparents who had come out from Britain.

The two largest non-British groups were the Germans and Chinese. The Germans had left their homeland because of restrictions on practising their religion (see the end of subtopic 2a.2). They settled mainly in the wine-growing region of the Barossa Valley in South Australia and in the agricultural region of the Darling Downs in south-eastern Queensland. The Chinese settled mainly in New South Wales, Queensland and the Northern Territory.



While people from Asia and the Pacific Islands formed a very small proportion of the population, it was a fear of them that led to one of the first acts of the federal government being a Bill to stop them migrating into the country.

## 2a.8.2 The *Immigration Restriction Act* of 1901

In subtopic 2a.4 we explored the different experiences of the non-European groups who came to Australia during the nineteenth century. One of the earliest laws passed by the new federal government was designed to stop further Pacific Islanders, Chinese and Japanese from entering Australia. It was called the *Immigration Restriction Act*. Of particular concern at the time was the fear of an influx of Chinese immigrants.

The Bill had widespread support, and a variety of reasons were put forward to justify it. The Labor Party supported it because the shortage of work during the 1890s Depression led to concerns among the European Australians that immigrant labour, particularly from Asia, would take their jobs and pay from them. Many people believed that there was something unique about the genetic make-up of Europeans in general and the British in particular.

People spoke of the ‘crimson thread of kinship’. A professor of physiology, writing in the *Medical Journal of Australia* in 1920, asked the question as if he was talking about livestock when he asked; ‘Is the stock so hardy that it can absorb and strengthen many infusions of weaker blood?’

Australians were aware how small their population was in comparison to the ‘teeming millions’ in Asian countries and there was a fear that what they called the ‘infant colony’ would be overrun. There were the traditional fears of a different way of life in customs and religion, and of unusual diseases being brought in to the country.

Australians genuinely felt at the time that the democratic structures they had only recently created were fragile. Even the more tolerant Australians saw that China was a great civilisation with a long history, and they felt threatened by it.

Another less quoted reason for the push to restrict immigration was that people made links with the experience of Americans in the US Civil War (1861–65). Over 600 000 had died in this feud between two sides in the same nation, and it seemed to be the direct result of having two races in the one country and making slaves of one race (see Deakin’s view in **Source 2**).

Politicians in federal and state governments from 1901 expressed a range of views on immigration (see **Source 2**), but the overwhelming desire was for ‘racial unity’ — in other words, a ‘White Australia’.

**SOURCE 1** A cartoon from *The Bulletin* in 1890 expressing a view of the effect of employing Chinese workers





**SOURCE 2** Some of the opinions expressed by politicians in parliament around 1901, during the debates on whether to restrict immigration

**John Watson (Labor member, New South Wales)**

As far as I am concerned the objection I have to the mixing of these coloured people with the white people of Australia — although I admit it is to a large extent tinged with consideration of an industrial nature — lies in the main in the possibility of racial contamination ... The question is whether we would desire that our sisters and brothers should be married into any of these races to whom we object.

**Alfred Deakin (Liberal Protectionist and Deputy Prime Minister)**

... however much we may sacrifice in the way of immediate monetary gain — however much we may retard the development of the remote and tropical portions of our territory — those sacrifices for the future of Australia are little, and are, indeed, nothing when compared with a compensating freedom from the trials, sufferings, and losses that nearly wrecked the great republic of the west [the United States], still left with the heritage in their midst of a population which, no matter how splendid it may be in many qualities, is not being assimilated, and apparently is never to be assimilated in the nation of which they are politically and nominally a part ... The unity of Australia is nothing if it does not imply a united race. A united race means not only that its members can intermix, intermarry and associate without degradation on either side, but, implies one inspired by the same ideals, the same general cast of character, tone of thought, the same constitutional training and traditions ... Unity of race is an absolute essential to unity of Australia.

**Mr Bruce Smith (Free Trade Party)**

Whilst we are professing profound anxiety about the educational qualifications of people who come to our shores, the foundation of the Bill is racial prejudice and the desire ... that some other races ... shall not come here and be a menace to our industrial system ... the truth is that we are afraid to come into contact and competition with a race like the Japanese.

Reproduced in T. Buggy, *Race Relations in Colonial Australia*, Nelson, Melbourne, 1982, pp. 143–5; Deakin's speech quoted in M. Clark, *Sources of Australian History*, Oxford University Press, London, 1971, pp. 496–7.

**SOURCE 3** An extract from the Immigration Restriction Act of December 1901

AN ACT TO PLACE CERTAIN RESTRICTIONS ON IMMIGRATION AND TO PROVIDE FOR THE REMOVAL FROM THE COMMONWEALTH OF PROHIBITED IMMIGRANTS

Be it enacted by the King's Most Excellent Majesty the Senate and the House of Representatives of the Commonwealth of Australia as follows:

1. This Act may be cited as the Immigration Restriction Act 1901 ...
2. The immigration into the Commonwealth of the persons described in any of the following paragraphs of this section (herein-after called 'prohibited immigrants') is prohibited, namely:
  - (a) Any person who when asked to do so in front of an officer fails to write out at dictation and sign in the presence of the officer a passage of fifty words in length in a European language directed by the officer;
  - (b) any person likely in the opinion of the Minister or of an officer to become a charge upon the public or upon any public or charitable institution;
  - (c) any idiot or insane person;
  - (d) any person suffering an infectious or contagious disease of a loathsome or dangerous character;
  - (e) any person who has within three years been convicted of an offence, not being a mere political offence, and has been sentenced to imprisonment for one year or longer therefore, and has not received a pardon;
  - (f) any prostitute or person living on the prostitution of others;
  - (g) any persons under a contract or agreement to perform manual labour within the Commonwealth ...

**SOURCE 4** This cartoon from 1 March 1902 shows how *The Bulletin* saw Britain's attitude to the White Australia policy.



#### THE MOTHERLAND'S MISALLIANCE

'London, 12th February. – The Foreign Office has announced the conclusion of a treaty of alliance between Great Britain and Japan.'  
BRITANNIA: 'Now my good little son, I've got married again; this is your new father. You must be very fond of him.'

### The dictation test

Britain still had a strong influence on how Australia conducted its foreign policy, and the British were building a close relationship with Japan. Britain believed that Japan could balance the influence of Russia in the Pacific. In 1897, in the lead-up to discussions of federation, the British government persuaded the colonial premiers to avoid specific mention of race in any future legislation and instead introduce a dictation test as a way of restricting immigration. This had been used in other British colonies. The test could be in any European language, so even if an Asian could speak English the government could use an obscure European language instead.

**SOURCE 5** A typical dictation test. This one was used in Western Australia in 1908.

Very many considerations lead to the conclusion that life began on sea, first in single cells, then as groups of cells held together by a secretion of mucilage, then as filament and tissues. For a very long time low-grade marine organisms are simply hollow cylinders, through which salt water streams.

Reproduced in T. Buggy, *Race Relations in Colonial Australia*, Thomas Nelson, Melbourne, 1982, p. 87.

## 2a.8.3 Social legislation: a helping hand

During its first 14 years from 1901, the Commonwealth Government introduced some of the most progressive industrial and social legislation in the world at that time. The reforms were of great benefit to ordinary working-class Australian men and women, although Indigenous Australians were generally excluded from most of these reforms.

### Conciliation and Arbitration Court

The widespread strikes during the Depression of the 1890s had been long and bitter. Farming and industry had been seriously disrupted, but workers gained little of what they were asking for. With the enthusiasm of the new federal government, both workers and employers were prepared to put questions of industrial conflict to **arbitration**.

The Conciliation and Arbitration Bill was introduced into Parliament in its first session in 1901 but was re-introduced in 1903 when Deakin was Prime Minister. Deakin saw the Bill as being in the interests of both employers and unions:

- *For workers* it meant that it would increase the chances of getting ‘reasonable concessions which hitherto too often required to be wrung from reluctant hands under the pressure of storm, and stress and devastation’.
- *For employers* it would allow them to ‘settle many minor difficulties which might become magnified into great causes of disturbance and dispute’.

The Conciliation and Arbitration Court was established in 1904, and its aim was to settle disagreements between employers and trade unions by acting as a ‘referee’ and coming up with an agreement on work issues and conditions that would be fair to both sides. Because only unions could represent the interests of workers in the Arbitration Court, this resulted in a strong increase in union membership.

### Harvester case: a basic wage for workers

In Victoria at the end of the nineteenth century, H.V. McKay built an agricultural horse-drawn machine for wheat farmers called a ‘stripper harvester’. It combined two operations — it gathered the heads of wheat and then separated the wheat grains from the chaff so they were ready for packing.

Beginning in 1905, Alfred Deakin introduced a policy he called ‘New Protection’. There was a tariff of £12 to be paid on stripper harvesters brought into the country. Local harvester manufacturers were charged a tax of £6, but this did not have to be paid if they provided their workers a ‘fair and reasonable’ wage. H.V. McKay argued he was paying fair wages and thus should not have to pay the tax, but the President of the Arbitration Court, Justice Higgins, determined that a fair and reasonable wage was one that met ‘the normal needs of the average employee, regarded as a human being living in a civilised community’.

The Harvester Judgement ensured that even the lowest-paid worker would get a ‘basic wage’ — a wage on which he (for in those days it was only men who were expected to support a family) could live at a basic level. This has continued to the present day, where each year the Minimum Wage Panel of the Fair Work Commission determines what is a fair wage for the lowest-paid worker. In many other countries, there is no limit as to how low wages can be.

#### SOURCE 6 Justice Higgins explains how he calculated a ‘fair and reasonable wage’

Many household budgets were stated in evidence, principally by housekeeping women ... expenditure in 1907 on rent, food and fuel, in a labourer's household of about five persons, was £1 12s 5d [about \$3.25]; but that, as these figures did not cover light, clothes, boots, furniture, utensils, rates, life insurance, savings, accident or benefit societies, loss of employment, union pay, books and newspapers, tram or train fares, sewing machine, mangle, school requisites, amusements and holidays, liquors, tobacco sickness or death, religion or charity, I could not certify that any wages less than 42s [\$4.20] per week for an unskilled labourer would be fair and reasonable.

### Other social legislation

Before Federation, some states had old age pensions but it was not until 1908 that a federal *Invalid and Old Age Pension Act 1908* (Cwlth) was passed. A pension of ten shillings (\$1) a week was to be paid to those over 65 or who were too disabled to work. A person had to have lived in Australia for 20 years to be eligible for the pension and some people were specifically excluded from receiving it. These included Indigenous Australians, indigenous people from Africa and the Pacific Islands, and Asian people.

Under the *Workers Compensation Act 1912*, workers compensation was paid to Commonwealth employees who suffered a work-related accident or illness. Although it did not apply to most workers under state awards, it provided a model that could be introduced by states.

Under the *Maternity Allowances Act 1912*, a ‘baby bonus’ was introduced that gave every mother £5 (equivalent to around \$10, or more than two weeks’ pay at that time) on the birth of a child.

**SOURCE 7** Prime Minister Andrew Fisher gives his justification for the ‘baby bonus’ in 1912.

When this Bill becomes law a woman will know, and everybody acquainted with her will know, that there is £5 awaiting her ... The butcher, the baker, the tinker, the tailor, the medical man, and others, will all remember that there is £5 about, and although the money is not in their hands, the credit will be good ... That this proposal will relieve misery, I have not a shadow of a doubt. It will also save lives ... It will bring comfort to those to whom it is intended to bring comfort generally, and it will benefit the nation.

While the *Immigration Restriction Act 1901* (Cwlth) had a strong racist element, its instigators at the time felt that they were protecting workers’ jobs and a democratic society. The other social legislation outlined above had the overall aim of creating a fair and just society — one that recognised that both employers and workers had rights and that society had a duty to look after the elderly, those unable to work and those injured in the course of their work. Although this legislation represented a step forward, as none of these benefits was available to Indigenous Australians it was not the helping hand for all that it might otherwise have been.

## 2a.8 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. The Indigenous population in 1788 is estimated to have been at least 300 000. By how much had this changed in 1901 and why?
2. List four different groups of people who came to Australia in the nineteenth century from Asia or the Middle East. For each, list the type of work they carried out.
3. What were seen as:
  - (a) the advantages of using Chinese labour
  - (b) the disadvantages of using Chinese labour?
4. Why did Britain want to influence the way in which the *Immigration Restriction Act 1901* was expressed and how did it achieve this?
5. What were the functions of the Conciliation and Arbitration Court?
6. In 1907 the Conciliation and Arbitration Court decided on a ‘basic wage’ for working men.
  - (a) What court case brought about the decision?
  - (b) How much was the wage to be?
  - (c) Who was it supposed to be able to support?
7. Who was eligible to receive an aged pension? Who was ineligible?

### Research

8. In **SOURCE 2**, Bruce Smith was one of the few politicians who argued that the White Australia policy was a racist one. Access your learnON title and use the **Australian Dictionary of Biography** weblink in the Resources tab to find more about Smith’s attitudes to:
  - the White Australia policy
  - women’s rights
  - social welfare policies.

### Develop source skills

9. Using **SOURCE 2** and other information in the text, draw a mind map to show the variety of reasons expressed for wanting to restrict non-white immigration to Australia.
10. In **SOURCE 3**, which two of sections (a) to (g) were specifically directed to Asian migration despite not mentioning the word ‘Asian’?



11. Study **SOURCE 4** and answer the following questions:
- (a) Identify which countries are represented by:
    - (i) the mother
    - (ii) the new husband
    - (iii) the son.
  - (b) Why is the door labelled 'White Australia'?
  - (c) Why is the 'mother' trying to pull the door open?
12. What was the point of including a dictation test among the other restrictions on who could enter the country?
13. Study **SOURCE 6** and answer the following questions:
- (a) What three basic expenses added up to £1 12s 5d?
  - (b) What would we replace the expense listed as 'fuel' with today?
  - (c) Identify some unusual items included in the list of expenses.
14. Read **SOURCE 7**. What was the reason for introducing a 'baby bonus'?

myWorldHistoryAtlas

Deepen and check your understanding of the topic with the following resources and auto-marked questions:

• **Social reform**

## 2a.9 Research project: The Panter, Harding and Goldwyer memorial

### 2a.9.1 Scenario and task

It is the 1990s and the Fremantle City Council has been debating whether or not to alter the explorers' monument that commemorates the ill-fated 1800s expedition of Panter, Harding and Goldwyer to the Roebuck Bay area around present-day Broome. At present the monument's plaque records the deaths of these explorers as 'murdered by treacherous natives'. There are many in the community now who feel that this does not acknowledge the wrongs done to the Indigenous people of the area or the possibility that the explorers might have broken a sacred law and insulted the Indigenous people. These community members want an additional plaque added to the memorial, acknowledging these things.

A blog has been created entitled 'A new plaque for the Panter, Harding and Goldwyer memorial'. You will play the role of one of four characters and write two blog entries on this issue. In order to come up with informed arguments, you will first have to investigate the history of the complicated relationship between European settlers and the Indigenous people in the area around Broome. It is important to develop an understanding of:

- European settler attitudes towards Indigenous Australians at the time of the Panter, Harding and Goldwyer expedition
- the importance of local areas to Indigenous Australians
- the impact of European settlers on local Indigenous people
- Indigenous resistance to European settlement.

### 2a.9.2 Process

- Access your learnON title to watch the introductory video lesson. You will write your blog entries individually but you can first form a group with other members of your class to share your research.

- Use the topics below as a framework for your research.
  - European settler attitudes towards Indigenous Australians at the time of the Panter, Harding and Goldwyer expedition
  - Indigenous resistance to European settlement
  - The impact of European settlers on local Indigenous people
  - The importance of local areas to Indigenous Australians
- To help you discover extra information, you should find at least three sources other than the content in Topic 2a. At least one should be an offline source, such as a book or encyclopaedia. The weblinks in the Resources tab will help you get started. As you research, it is important that you compile a bibliography of the sources you have used to find your information.
- When your research is complete and you are ready to provide an educated argument on this issue, choose the character that you would like to portray in the ‘New plaque for the Panter, Harding and Goldwyer memorial’ blog. In the Resources tab, you will find a character profiles document that provides background information about each of the characters. Also provided are images of the characters, which you can download to use as icons in your blog.
- Set up the blog in your favourite blogging website, ready for each class member to post his or her entries.
- Create your blog entries, remembering that you are writing in character and can use personal pronouns. Your first entry should include your character’s feelings on the issue. Your second entry may be in response to another class member’s entry.
- Review your blog entries, remembering to double-check your spelling and grammar, and make any final adjustments.
- Remember to submit your research notes and bibliography to your teacher, along with the link to your completed blog.

## CHARACTERS



### **Kimberly, 23 years old**

Kimberly was born and raised in Fremantle. She doesn’t really know who her ancestors are because her mum was taken away from her family to a mission when she was very young. Kimberly knows her mob was from near Broome, but has never been able to learn their language or the traditions and customs of her tribe. Kimberly is very proud of her Indigenous heritage and blames the European settlers to the area for destroying so much of this culture. She wants a new plaque added to acknowledge that the European settlers were not innocent in any frontier conflict.



### **Brian, 17 years old**

Brian was born and raised in Perth, near Fremantle. Brian’s family is wealthy. His father is a stockbroker of European descent and his mother is a doctor of Aboriginal descent. Brian has had very little exposure to the culture of his Indigenous heritage and most of his friends are of European descent. Brian believes the past should be left alone and that people are better off focusing on the future. When issues like this are in the media, Brian feels it makes it harder for him to fit in with the rest of his mates. He would prefer the monument to be left alone.

**James, 21 years old**

James was born and raised in Fremantle. His father is a university professor and his mother is an active campaigner for Aboriginal rights. He has been dating Kimberly for the past two years. James has seen the hardship that Kimberly has faced throughout her life and how difficult it has been for her to connect with her heritage. Often James is ridiculed for his relationship with Kimberly. Many of James's friends are of Indigenous descent. He has learned a lot about their culture and appreciates being welcomed into Kimberly's family. He would like to see a new plaque added to the monument.

**Sarah, 22 years old**

Sarah is 22 years old and was born and raised in Fremantle. Her ancestors were among the first free settlers to the area and once owned a great deal of property around Broome. Sarah is very proud of her family's story of arriving in Perth and helping to settle the harsh land and give the Indigenous people of the area a chance at a better lifestyle with houses, jobs and a formal education.

Sarah's great-great-uncle was William Goldwyer; naturally she feels very strongly that her ancestor was killed without just cause and wants to keep the monument as it is in order to preserve her relative's memory.

## learn on RESOURCES — ONLINE ONLY

Go online to access additional resources such as templates, images and weblinks.

## 2a.10 Review

### 2a.10.1 Review

#### KEY TERMS

**alluvial** describes gold that had been washed into rivers and could be recovered by panning as opposed to reef gold, which had to be mined and separated from the quartz in which it was embedded

**arbitration** the process by which two groups in conflict are brought together to negotiate a solution that both can live with

**Cabinet** a group made up of the Prime Minister, Treasurer and the most important ministers. This is where most important decisions are made on matters to bring before Parliament.

**census** official count of the population, carried out every five years in Australia

**double dissolution** when a dispute between the Legislative Assembly and the Senate cannot be resolved, the government can dissolve both houses and call for new elections for the two houses.

**federation** a political system in which separate states maintain their own government, but give up some of their powers to a central government

**franchise** the vote: To be 'enfranchised' means to have the right to vote.

**minaret** a turret, or tower, attached to a mosque, usually also having a balcony, from which the call to prayer is made

**minister** a member of the party in government who has responsibility for a certain area such as defence, finance or education

**nationalism** a sense of national identity, and a desire to work with others to achieve common national goals, at times regardless of how this might affect other countries

**Privy Council** the highest court of appeal in Britain, which advised the Queen or King

**referendum** a vote in which the people are asked whether they agree to a proposed law, change to a law or a change to Australia's Constitution

**terra nullius** Latin term meaning 'the land of no-one'. According to eighteenth-century law, a land that had no owner could be lawfully taken over by the people of another land.

## 2a.10 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### learnON RESOURCES — ONLINE ONLY

2a.10 Activity 1: Check your understanding

2a.10 Activity 2: Practise your historical skills

2a.10 Activity 3: Multiple choice quiz

Go online to access additional end of topic resources such as interactivities and printable worksheets.

## Comprehension: chronology, terms and concepts

1. Match the following terms with the definitions below:

Term	Definition
(a) Federal	(i) A group of politicians made up of the Prime Minister, Treasurer and senior ministers
(b) Constitution	(ii) A political system with state governments and one national government, each with different responsibilities
(c) Legislative Assembly	(iii) The body with the authority to interpret the Constitution
(d) High Court	(iv) The systems and rules under which a government operates
(e) Nationalism	(v) The right to vote
(f) Customs House	(vi) The House of Parliament where laws are made
(g) Cabinet	(vii) Before Federation, places on the borders between two states where taxes had to be paid on goods going from one state to another
(h) Referendum	(viii) A belief that your country has its own qualities that should be valued
(i) Suffrage	(ix) The process of voting on a political decision, where people vote for or against it

2. Put the dates below on a timeline covering the period 1780–1850; then beside each of the following dates (a), write the appropriate event (b).

(a) Dates:

1803	1825	1826
1834	1835	1836
1838 (1)	1838 (2)	1842

(b) Events:

- European settlement of South Australia
- Flinders completes circumnavigation and mapping of Australia
- Military settlement at King George Sound
- John Batman signs treaty at Port Phillip
- Myall Creek Massacre
- Van Diemen's Land (Tasmania) becomes a separate colony
- James Henty settles at Portland Bay, Victoria
- Moreton Bay (Queensland) opened to free settlers
- Settlement at Swan River (Perth)



3. Put the dates below on a timeline covering the period 1851–1910; then beside each of the following dates (a), write the appropriate event (b).

(a) Dates:

1851 (1)	1851 (2)	1861	1866
1887	1888	1889	1891
1894	1899	1901 (1)	1901 (2)
1908			

(b) Events:

- Two million visitors to International Exhibition in Melbourne
- Invalid and Old Age Pension introduced
- Victoria becomes a separate colony
- Anti-Chinese riots at Lambing Flat
- Labor Electoral League formed
- Second Referendum on Federal Constitution (all states except WA)
- First hydraulic lift in a building
- Gold rushes begin in New South Wales and Victoria
- Beginning of federal government
- Arrival in South Australia of 100 camels and 30 Afghan cameleers
- White Australia policy becomes law
- Henry Parkes gives his Tenterfield Oration
- Women granted suffrage in South Australia

## Analysis and use of sources

Whether a historical source is a primary or secondary source depends on what historical question is being asked of it. For example, this topic of the textbook would be:

- a **secondary** source if someone was researching Federation in Australia
- a **primary** source if someone was researching what students in Australian schools were taught when the Australian Curriculum was introduced.

4. Refer to the **SOURCE 1** poster.

- (a) What historical questions would you ask that would make the poster a primary source? Give reasons for your answer.
- (b) The title of the play is *White Australia: the Empty North*. Why have the two expressions been put together?
- (c) Both the words and illustrations around the title show that the play's producers are appealing to a sense of Australian nationalism. Find at least three examples of this.
- (d) The four acts of the play, from top to bottom right, have the following titles:
- (i) Fight in the Joss House
  - (ii) Bombardment of Sydney
  - (iii) Tree Sensation
  - (iv) Murder in Telegraph Station.

Using the titles of the acts and the related illustration, write a sentence for each act about what justification is being provided for the White Australia policy.

## Perspectives and interpretations

5. Many settlers believed that they were entitled to take land even if there were Aboriginal communities present. A few Europeans argued against taking Aboriginal land as it would be depriving the original occupiers of a way of living.

In groups, make a list of arguments each side might use. Use information from this list to write two letters to a newspaper of the time, one arguing for taking the land and one arguing against taking the land. Make sure you use only arguments that could have been used at the time.

## Empathetic understanding

6. The Aboriginal massacre at Myall Creek was the only one in which Europeans were executed for killing Aboriginal people and George Anderson's evidence (see **SOURCE 5** in subtopic 2a.3) was crucial. Many influential people thought that 'Whites' should never be executed for killing Aboriginal people. After doing further research on his critics (Search phrase: *George Andersen Myall Creek*) write a letter to the editor of a local paper that justifies Anderson's actions.

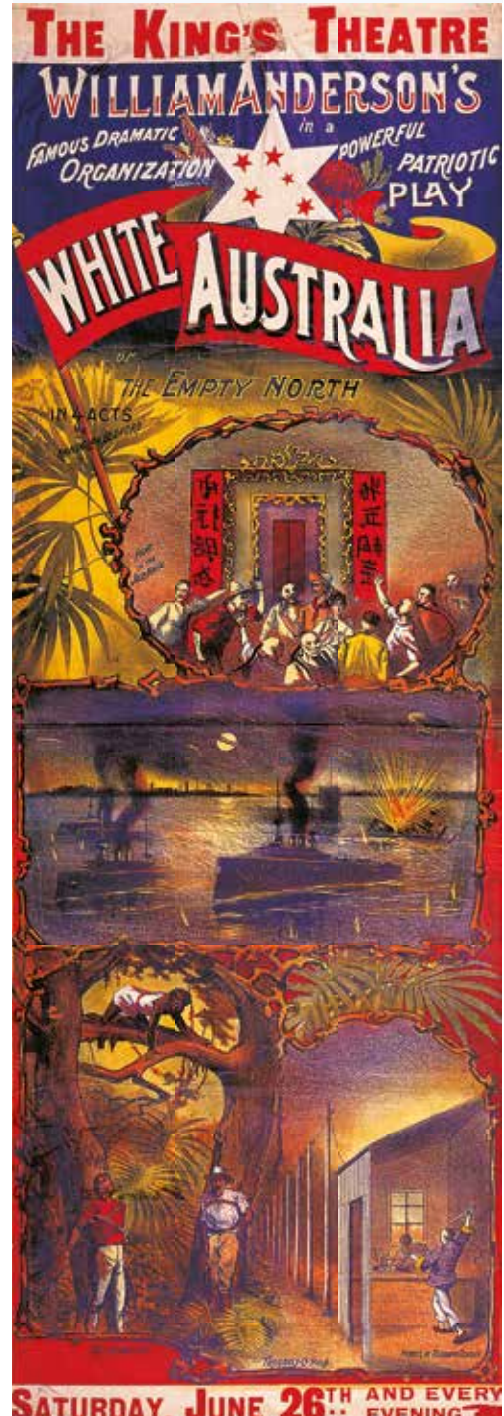
## Research

7. Collect a set of written and illustrated sources that explore both the positive and negative aspects of relations between Chinese and European people in your area (or your state) from the 1850s up to around 1910. You could use your local history museum, take your own photos of historical sites, or carry out an internet search.  
For each source, write a couple of sentences on its significance for understanding community relationships during this period.

## Explanation and communication

8. When a referendum is to be held, people design posters encouraging voters to vote for or against the questions. YES would be a vote *for* federation of the states and NO would be a vote *against* it.  
Design two posters, one for the YES case and one for the NO case, that would try to persuade people to vote one way or the other.

**SOURCE 1** A theatre poster advertising a play produced in 1909



La Trobe Picture Collection, State Library of Victoria

# TOPIC 2b

## China and the world

### 2b.1 Overview

Numerous **videos** and **interactivities** are embedded just where you need them, at the point of learning, in your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). They will help you to learn the content and concepts covered in this topic.

#### LEARNING OUTCOMES

In this topic students will investigate:

- The key features (social, cultural, economic, political) of one Asian society (such as China, Japan, India, Dutch East Indies) at the start of the period **2b.2, 2b.3, 2b.4, 2b.5**
- Change and continuity in the Asian society during this period, including any effects of contact (intended and unintended) with European power(s) **2b.4, 2b.5, 2b.6, 2b.7, 2b.8**
- The position of the Asian society in relation to other nations in the world around the turn of the twentieth century (that is 1900), including the influence of key ideas such as nationalism **2b.6, 2b.8**
- The significance of one key event that involved the chosen Asian society and European power(s), including different perspectives of the event at the time **2b.6, 2b.8**

#### 2b.1.1 Introduction

The long history of imperial China is one of struggle against foreign invasion and the rise and fall of ruling families. The Chinese maintained their strong central government through the rule of a single emperor and his dynasty. China's revered philosopher Confucius developed a set of principles that had been woven into every aspect of life, including this system of government.

At the beginning of the twentieth century, China was torn between these ancient traditions and the pressures of the modern world. The ruling Qing dynasty was failing to provide the strong central leadership expected of emperors whose position was granted by the 'mandate of heaven'. China's 'Dragon Throne' was riddled with corruption and weakened by defeat. Foreign powers came to trade, invaded, and then carved the mighty land up between them.

China was ruled from 1861 to 1908 by the deeply conservative and cunning Empress Cixi. The last Qing emperors to sit on the throne were children under the power of Cixi. She resisted reform, hated foreigners and failed to strengthen China against the perils of a rapidly changing world. The Chinese fought the foreign powers and then, in 1911, rebelled against the Qing. Over 2000 years of imperial history came to an end with the collapse of China's last dynasty.

**learnON** ONLINE ONLY



Watch this eLesson: China (1750–1918) (eles-2397)



**SOURCE 1** This seventeenth-century silk painting shows the Emperor Yang Ti, from the Sui dynasty, strolling in his gardens with his wives.



## Starter questions

1. What is a dynasty?
2. Philosophers were very important people in the development of Chinese culture and government. Explain the meaning of *philosophy* and why it is important to the understanding of Chinese traditions.
3. Explain what the *mandate of heaven* is.
4. Discuss what you think the term *corruption* means and why it still remains an issue for governments in our modern times.



## 2b.2 China — the Middle Kingdom

### 2b.2.1 The land of China

For centuries, a harsh landscape and vast distances separated the enormous land of China from other world civilisations, as shown in the **Source 1** map.

- China is bordered on the east by the Pacific Ocean and on the west by the massive Himalayas and Tibetan Plateau.
- The Gobi Desert lies to the north, and to the south are dense jungles and mountain ranges.

China is also divided into north and south by differences in climate. Northern China has long winters of snow and wind and short, hot summers. Southern China's summers are wet and the land is green all year. The high plateau of the mountain country is cold, **arid** and empty. The seasons and the natural environment shaped Chinese daily life and culture. China's large population was concentrated in the river valleys.

**SOURCE 1** Map of China during the Qing dynasty. The Qing dynasty was established by a nomadic people originally from Manchuria, located to China's north. The Qing dynasty is also referred to as the Manchu dynasty.



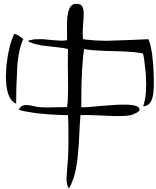
## 2b.2.2 China's rivers

China's very long rivers created Chinese society and civilisation. Chinese civilisation began in the valley of the Huang He, or Yellow River. The river has often been called 'China's sorrow' because it has flooded and changed its course over many centuries. Its name comes from the rich yellow soil, known as loess, which it collects on the journey across the great agricultural regions of China. The loess is blown across northern China by winds from Mongolia and then travels with the river. The loess gradually sinks to the riverbed and forms a thick layer of silt. The silt causes floods, but it is also left behind as a rich deposit of soil on the farming fields of China. The Chinese called their land the Middle Kingdom because they believed it lay between heaven and earth.

### SOURCE 2

The Chinese characters for the word 'China' (Zhongguo); *Zhong* means 'middle' and *guo* means 'kingdom'.

Middle



Kingdom



### SOURCE 3 Ancient village along the Huang He River, China



## 2b.2 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. From the information in the text and the **SOURCE 1** map of China, explain how the natural features of the land protected the Chinese and influenced the way they lived.

### Develop source skills

2. Refer to **SOURCE 1** to answer the following questions.
  - (a) Locate the following places on your map that are of importance to the study of this period: Beijing, Canton, Hong Kong, Huang He River, Macao, Manchuria, Shanghai, the Great Wall.
  - (b) Make a separate list of these locations, with a short summary of their significance to the study of Qing China. Refer to the text throughout this topic for your information.
3. Refer to **SOURCE 2** and then copy the Chinese characters for *China* into your exercise book. Explain what it suggests about how the Chinese felt about their land.

## 2b.3 Traditional Chinese society

### 2b.3.1 Society and status

In traditional Chinese society the differences between male and female, young and old, and people's occupations were very important and determined an individual's social status. Chinese society was broadly divided into four class groupings that were based on what was regarded as the importance of the group to the country:

- scholars: regarded as the ruling class and usually drawn from the leading landowning families
- farmers: essential workers because they produced China's food and were the economic foundation of Chinese society
- artisans and tradesmen: admired because they turned raw materials into the tools, beautiful and useful objects of everyday life
- merchants: the lowest status social group because they were not seen as producing anything of real value. Merchants were engaged in the trade of the goods produced by others.

Inequality was a feature of the social structure of Chinese society. Rich or poor, the father made all the family decisions that the rest of the family were expected to obey without question. Women were confined to the home; wives had little control over family life, while sons were considered much more important than daughters.

**SOURCE 1** Two members of the Qing nobility. By the Qing dynasty the poverty of the peasantry contrasted sharply with the power and privilege of the ruling class.



**SOURCE 2** Confucian saying

A woman's business is simply the preparation and supplying of wine and food. She may take no step of her own motion and she may come to no conclusion of her own mind. Beyond the threshold of her apartment, she should not be known for evil or good. She may not cross the boundaries of a state to accompany a funeral.

#### RETROFILE

The Chinese practised foot binding. The process of binding feet to make them very small began in a girl's early childhood. Long strips of white cloth were wound around the feet to bend all toes, except the big toe, beneath the sole. The arch of the foot was crushed and flattened. This mutilation was believed to make women more attractive.

### 2b.3.2 The emperor

Chinese society was headed by the emperor, who ruled with the help of a highly trained, elite group of officials. The emperor expected complete obedience from his people. The emperor led all the ceremonies



requesting favours from the gods, such as a good harvest and prosperity. He lived in the innermost apartments of the sprawling palace complex, known as the Forbidden City, and was attended by an army of servants and advisers.

In his position as the head of government the emperor decided all important state matters. He:

- commanded the army
- made treaties with foreign powers
- enacted, abolished and amended laws
- granted pardons and heard legal cases as the highest court of appeal
- conferred titles, awarded pensions and approved promotions
- ordered the administration of all provincial and city exams
- headed all religious groups such as the Daoist priesthood.

The powerful position of the emperor was expressed through a centuries-old ritual known as the *kow tow*. Performing the kow tow signified one's loyalty and respect for the emperor. The kow tow ceremony was performed before the emperor while he was seated on his throne. Subjects would kneel and touch their heads to the ground three times before standing. The action was repeated three times to show an acceptance of the authority of the emperor who ruled with the mandate of heaven. The nineteenth-century foreigners who came to the emperor's court bearing tributes from the kings of Europe were expected to perform the kow tow. The **envoy** sent by Britain's King George III found the kow tow deeply humiliating and compromised with a deep bow.

**SOURCE 4** An account of the performance of the traditional kow tow, in recognition of the position of the emperor

It consisted of three separate kneelings, each kneeling accompanied by three separate prostrations, and the whole performed at the strident command of a lowly usher — 'Kneel!', 'Fall Prostrate!' 'Rise to your knees!', 'Fall Prostrate!' and so on. An envoy went through this callisthenic ceremony not once but many times ... It was the rite above all others which left no doubt, least of all in the mind of the performer, as to who was the superior, and who the inferior in status.

**SOURCE 3** The Qing Emperor Qianlong who ruled China for 60 years, from 1736 to 1795. Qing China gained greater territory and wealth under his rule. He maintained total power over his empire.



### 2b.3.3 The mandarins

The scholars who filled the official roles in Chinese society were called mandarins. They formed a learned and wealthy class who gained their political power by passing through the imperial examination system. According to Confucius, a good society was one where harmony existed between the official class and the peasants who laboured in the fields and forests of China. The official class held political power in China



and so they remained at the top of the social structure. Women were excluded from the exam system, so they were not entitled to enter into most areas of government service.

The officials provided the emperor with the highly skilled workforce needed for rule, and an army and police force to control and monitor the population. Their knowledge was gained through rigorous study of the classical texts and the ability to compose the 'eight-legged essay', called the *pa-ku wen*. Exam success was established according to the scholar's ability to write a poetic and concise response to an essay topic, and his great skill in calligraphy. The exam was narrow and impractical. Literary skill and beautiful calligraphy did not necessarily produce great administrators.

Within the mandarin group there was a strict ranking order, from those officials at the top who were directly responsible to the emperor, to the officials serving provincial governors. The mandarin class was a deeply conservative force in China because their education system reinforced all the traditional values. This suited China's imperial system, but left Qing China without the leadership needed to deal with the challenges of a changing nineteenth-century world.

### 2b.3.4 The eunuchs

Thousands of Chinese were also employed in the administration of the emperor's palaces. Young boys were selected to become the **eunuchs** who would spend their lives in the service of the emperor. They were **castrated** with the permission of their parents in the hope that they might have the opportunity to gain positions of importance within the palace. Their duties were wide ranging; the eunuchs worked within the women's apartments, supervised workshops and temples and were responsible for palace maintenance. They also oversaw the production of silk, royal jewellery and weapons. They were often loathed by the mandarins, but were too useful to the emperors to be banished from court. Castration meant they could never have a family of their own, and so found a dynasty that could challenge the emperor's **lineage**.

### 2b.3.5 The peasants, workers and merchants

The vast majority of China's people were poor peasant farmers living on less than a hectare of land. Most of China's revenue came from taxing the peasants and their land. There was also a heavy tax on salt and tea. Throughout Chinese history the peasants remained overtaxed and overworked.

The traditional life of China revolved around the village, where patterns of Chinese work, belief and culture developed. Confucianism honoured the work of peasants above all other labour. It was their tireless efforts in planting and harvesting crops that provided China's food supply. The work of the peasant remained the economic foundation of Chinese society.

From birth, the Chinese learnt their responsibility to the family and the village community. The Chinese peasants worked with the family according to the

**SOURCE 5** Li Lien-ying, the Chief Eunuch serving the nineteenth-century Qing Empress Cixi. His importance to her government is represented through the symbols of scholarship around him, including calligraphy brushes and Chinese classical texts.



Confucian ideal, which valued the good of all above the happiness of the individual. It was considered good fortune to have five generations of a family living under one roof.

Chinese villages were run by a headman who was chosen by the community and had a range of responsibilities:

- collecting government tax and ensuring the grain produced by the village was presented at the government storehouse every year
- monitoring village welfare, including resolving general law and order issues
- supervising and organising the administration of the village market places.

China's agriculture was concentrated along the coasts and river plains. Rivers and coasts also provided a staple diet of fish. Wheat was farmed in the north and rice in the south. In the harsh dry lands of the west, the people lived a semi-nomadic existence herding sheep, goats and yak. Every member of a large farming family was needed to work the land. The Industrial Revolution had done little to alter traditional farming practice in nineteenth-century China. The use of machinery had not yet replaced the cheap family labour provided by the peasantry.

The life of peasant families working their small plots of land was harsh, but conditions for landless workers were even more difficult. These agricultural workers lived with starvation and homelessness as they moved with the seasons in their constant search for employment. They were the poorest of China's people, but not the lowest in status. The lowest group on China's social scale was the merchants. Merchants did not live according to the Confucian ideals of loyalty, obedience and virtuous behaviour. They made their wealth by trading goods that others had produced, so were regarded as 'parasites', living off the hard work of peasants.

**SOURCE 6** A Qing dynasty painting showing the traditional agricultural life of the Chinese peasants at harvest time. The whole family worked together to reap the rice crop.



## 2b.3 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. Imagine you are a mandarin scholar. Some groups within Qing society are beginning to question Chinese values, social structure and government. Write a speech outlining Chinese traditions and organisation, and why you believe it is important to maintain the old ways.

### Develop source skills

2. Traditional Confucian teachings stressed the importance of accepting one's place and position in life. Consider the perspective, or view, of life in China expressed in **SOURCES 1** and **2**. Write a letter to the Qing nobleman's wife explaining the difference between your own modern values and the Confucian values expressed through the sources.
3. The Emperor Qianlong was said to maintain his power through his Manchu skills as a military leader and his deep understanding of Chinese tradition and law. Suggest how the **SOURCE 3** artist expressed Qianlong's image as both a Manchu and Chinese leader.

4. Write a letter to the envoy sent to China by King George III explaining the *kow tow* and its significance to the Chinese. Refer to **SOURCE 4** for your details.
5. Describe how the position of the eunuch in Chinese society is expressed through the **SOURCE 5** image.
6. Using **SOURCE 6** as your evidence, suggest why the family was so important to the traditional Chinese way of life.

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Complete this digital doc: Worksheet 2b.3 Chinese society (doc-23126)

## 2b.4 The leadership of the Dragon Throne

### 2b.4.1 The Dragon Throne

For over 2000 years, China was under the leadership of emperors who headed the ruling **dynasties**, or families. The 157 emperors of China sat on their Dragon Throne and ruled over hundreds of millions of people. The dragon was the symbol of power throughout Chinese Imperial history. The Chinese believed that in death their first emperor was transformed into a dragon. The dragon was a motif, or recurring subject, carved into palaces and embroidered onto royal robes.

From the time of the first Chinese empire, established in 221 BCE, the emperor was regarded as a son of heaven with total authority over his earthly kingdom. Every member of Chinese society had a duty to serve the emperor and was bound to honour him. The Chinese were taught to accept their position and place in life.

The Chinese believed the ruling family's power was granted by heaven and was part of the natural order of the universe. The emperor's duty was to rule with wisdom and goodness. A failure to protect the people and acts of selfishness or poor government were a sign that heaven had withdrawn the **mandate** to rule. This would lead to rebellion. The last Xia king, Chieh, was cruel and unworthy and so the 'mandate of heaven' was taken from him. Chieh was chased from the throne by people from western China who were known as the Shang.

**SOURCE 1** The robe worn by the Qing dynasty emperor. Imperial yellow was the colour an emperor wore to signify his position of power. This gown was embroidered with seed pearls and coral to create images of imperial power. The image of bats was also included in the robe design because they were the symbol of happiness.



### RETROFILE

According to Chinese legend, the first of the 22 ruling dynasties of China was founded by the Xia, or Hsia. The Xia were remembered by the generations that followed through the legends of the great Xia king Yu. Yu built dams and canals to protect the people from the terrifying flood waters of Huang He, the 'yellow river'. According to legend, Yu's wisdom was recognised by the people who demanded his son become their next ruler. Until this time the throne had passed from the king to the wisest man in the kingdom. When Yu's son came to the throne the first Chinese dynasty began.

### 2b.4.2 The Manchu conquerors

China's system of government was remarkably resilient, surviving from ancient times to the modern era of electricity and automobiles. Weak dynasties were replaced by new ruling families, according to the rules of the mandate of heaven.

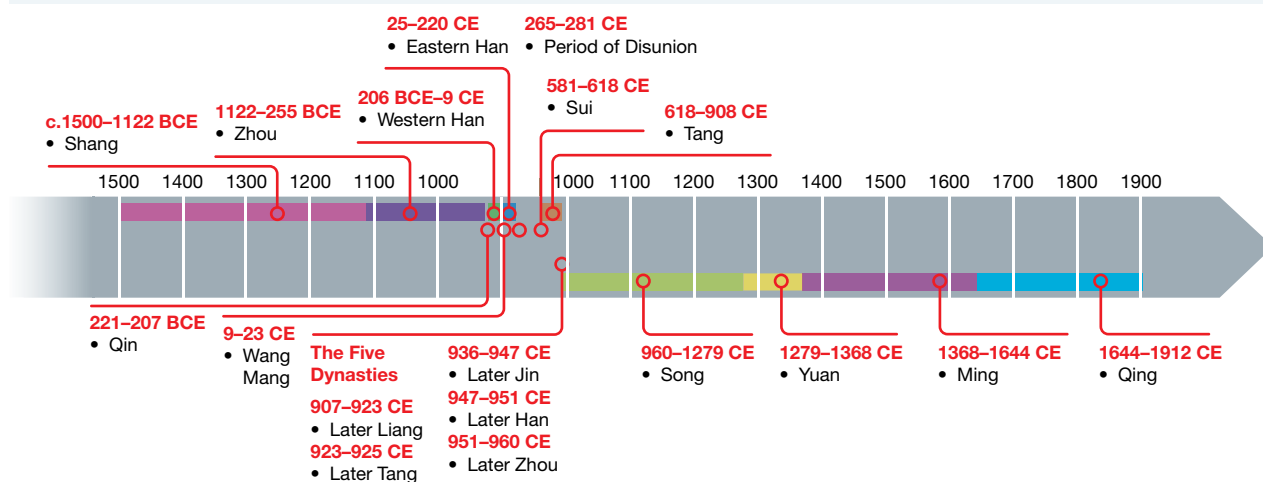


The last dynasty of imperial China had its origins in the region of Manchuria, lying north east of the Great Wall. In 1644 the brilliant Ming dynasty collapsed. While the Ming's cultural achievements reached a high point in Chinese history, their government had become inefficient and corrupt. The powerful Manchurian army took advantage of Ming weakness and moved their soldiers and cavalry south, taking control of the seat of Ming power in Beijing. The Manchu moved into the Chinese emperor's palace, the Forbidden City, and named their new dynasty *Qing*, meaning 'pure'.

Over time the Manchu conquerors adopted the Chinese Confucian values and system of government. Despite their traditional Chinese outward appearance, the Manchu were always regarded as foreigners by the majority Han Chinese population. The Manchu rulers also maintained their distance from the people. Their Han Chinese subjects were made to show their submission to the Manchu by shaving the front of their heads and wearing their hair in long pigtailed. Marriage between Manchu and Han was forbidden. The Manchu were never more than 2 per cent of the total population, yet the Manchu nobility took the best land and remained a privileged group.

The Manchu conquerors' Qing dynasty was a period of territorial expansion and wealth. At the height of power, Qing China was regarded as the richest land on Earth.

#### SOURCE 2 Timeline of imperial dynasties



## 2b.4 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

- Describe what happened to the last Xia king and then explain the concept of the 'mandate of heaven'. Write your own short definition of the term.

### Research and communicate

- The period of the Qing was the last ruling dynasty of China. Using **SOURCE 2** as your starting point, create your own timeline of Chinese history. Research the key features and events of the main dynasties and add them to your timeline as bullet points. Illustrate your timeline with images of some of the key events of Chinese imperial history.
- Images of the dragon can be found everywhere in Chinese culture. Find illustrations of China's dragons and use them to illustrate your work.

### Develop source skills

- Identify a symbol of power from the **SOURCE 1** image of the imperial robes and then suggest what this source indicates about the emperor's position in China at the end of the Qing dynasty.

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Complete this digital doc: Worksheet 2b.4 The Middle Kingdom (doc-23127)



## 2b.5 Chinese culture and beliefs

### 2b.5.1 Living with the land

Agriculture shaped the Chinese economy, religion, beliefs and cultural traditions. Feeding the world's largest population placed great pressure on China's agricultural workers. Historians estimate that, by the end of the nineteenth century, China's population could have reached 500 million. Agricultural production was limited because only 20 per cent of the land was owned by the peasants who farmed it. Most of China's farms were owned by landlords, who were unwilling to spend their money on modern schemes to improve agricultural production. China's farming land was therefore over-used and increasingly under-fertilised.

Living in harmony with the forces of nature and her seasons was at the core of religion and philosophy. China's earliest beliefs showed great reverence for the mountains, rivers and the soil of the land. The people prayed to the gods for good crops and gave thanks for their harvest. From this basis of nature worship, the three main beliefs in China developed: Confucianism, Daoism and Buddhism.

#### RETROFILE

All things in the universe were believed to be connected by the *yin* and the *yang*. The *yang* was the male force found in fire and sunlight, and the *yin* was the female force found in things soft and mysterious.

### 2b.5.2 Confucianism

Confucius was a philosopher and teacher who established a set of beliefs and practices that shaped Chinese government, values and society for over two thousand years. Confucius was born in 551 BCE into a poor family in the **feudal** state of Lu. He studied the ancient traditions and customs of his society, and the problems his people had to face. Confucius believed that the suffering of the poor could be relieved through government reforms. He devoted his life to teaching and spreading his message of good government through good behaviour. The teachings were compiled into *The Analects of Confucius* and published after his death.

Respect for the traditions, customs and the people of the past remained central to Confucianism. Confucius identified 'li' as the basis of good behaviour, and modelled the organisation of society on the relationship between family members. A good family and a well-governed state were established on the same principles. Confucius believed that an ordered and fair society would develop by following 'li' and observing the correct relationships between all members of Chinese society.

**SOURCE 1** The teachings of Confucius shaped Chinese society and government for over 2000 years.



Confucius believed the ruler of China should be regarded as the wise head of his family, which included all of the people of his Chinese kingdom. The Chinese concept of family included not only the living but the honoured dead. In family life, the child was taught respect for parents and duty to the family. The ruler's primary responsibility was to look after his people. China's emperors were granted the 'mandate of heaven' because they were regarded as the father of their people.

**SOURCE 2** The main features of the Qing dynasty reflected the traditional elements of a Confucian society.



### 2b.5.3 Daoism

Confucius provided the Chinese with an explanation of their place in a society that was full of injustice. Other scholars also attempted to make sense of a violent and troubled world. The philosopher Lao Zi lived at the same time as Confucius and dedicated himself to improving life for his people. Lao Zi taught the Chinese about their place in nature. Lao Zi believed that through observing the yin and the yang of the universe, people could live in simplicity and in harmony with nature, without the interference of governments. He taught that the noblest people in any society were the peasants because of their understanding of the natural world. Lao Zi's way of thinking became known as Daoism (sometimes spelt as Taoism). According to Lao Zi, all the troubles of the world were due to people rejecting nature and wanting possessions. Daoism eventually became a religion with deities, temples and priests. Lao Zi's celebration of nature had a great influence on the artists and the writers who came after him.

#### RETROFILE

According to legend, Lao Zi became so saddened by the wars provoked by China's nobility that he left China, at the age of 160, in a wagon pulled by oxen and was never seen again.

**SOURCE 3** Chinese painting illustrating the Confucian value of living harmoniously and always behaving appropriately



- A** Group living in harmony because they are well educated, particularly in music and dance
- B** Peaceful natural setting symbolising the ideal in human relationships
- C** Friends bowing to each other showing the qualities of respect and humility
- D** Respectful conversation between friends
- E** Sleeping figure indicating laziness and missed opportunities'
- F** A peasant walking away from the sleeping man, and so rejecting a 'lazy life'

## 2b.5.4 Buddhism

Buddhism spread from Central Asia to China in the first century CE. Buddhist beliefs in rebirth and enlightenment were not always in agreement with Confucian values. The family unit was regarded by Confucian scholars as the basis of a well-ordered society, whereas Buddhist monks did not marry or have families. Despite the differences in some of the central beliefs, Buddhism was eventually tolerated and eventually absorbed into Chinese culture.

Buddhism offered a path for life after death, and so provided the Chinese with spiritual comfort. The Buddha taught four 'noble truths':

- suffering is a part of life
- suffering is due to selfishness and personal desire
- suffering will cease when personal desires are overcome
- following the eightfold path is the way to defeat desire.

The eightfold path reinforced many of the Confucian teachings. The path emphasised the importance of having the right viewpoint, right values, right speech, right behaviour, right living, right effort, right mindfulness and right contemplation.

## 2b.5.5 Christianity

With the discovery of sixteenth-century trade routes between Europe and Asia, the Catholic Church looked to spreading the Christian faith to China. The main missionaries were Jesuits from Portugal. In 1573 Alessandro

Valignano left Lisbon for Macao, with the aim of establishing a new mission in China. Valignano believed that Christianity should enter China quietly, learn Chinese traditions and values, and then begin to spread the Catholic faith. The Jesuits were instructed to read, write and speak Chinese before attempting any missionary work. Valignano was followed by Matteo Ricci in 1582, who was invited to China as a mathematician and maker of scientific instruments. Ricci's work and the European inventions of mechanical clocks and **quadrants** impressed scholars and officials. Ricci succeeded in establishing a place in Chinese society and having the Chinese look upon foreigners as strangers who finally had something to offer China. By the end of his life, Ricci was no longer regarded as a foreigner. He died in China in 1610 leaving a dedicated group of Jesuits to continue his work.

Ricci and his followers avoided religious conflict with China. They used Chinese ideas and values to express Christian teachings and respected Chinese cultural traditions. Later European missionary groups, such as the Franciscan and Dominican orders, thought Chinese belief to be the work of the devil and a betrayal of Christianity. By the end of the eighteenth century the Jesuit missionary work in China was at an end and the influence of Christianity was declining.

**SOURCE 4** Matteo Ricci, the Italian priest who introduced European education to the Chinese in an attempt to establish Christianity. He is pictured with Ly Paulus who was a Chinese convert to Christianity.



## 2b.5 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. Explain how religion influenced Chinese government and society.

### Research and communicate

2. The fall of the Ming dynasty and the Manchu invasion brought unrest to China. The art of the Qing period often reflects the difficulties of the time. Landscape art developed to a high artistic form as painters made a statement against the Manchu by celebrating traditional Chinese forms. Research the art, craft and architecture of the Qing dynasty. Select five examples of Qing artistic achievement. Identify the subject matter and any particular significance your chosen works have to religion or traditional values. Create a class gallery of objects expressing Qing culture.

### Develop source skills

3. According to the information in **SOURCE 2**, explain the strengths and weaknesses of the Qing emperor in traditional Chinese society.



4. List reasons why Qing society did not embrace change.
5. From your reading of the text and **SOURCE 3** analysis, write a new caption explaining the significance of the painting as a means of teaching people about Confucian values.
6. What evidence does **SOURCE 4** provide to support the claim that the Jesuits attempted to adapt their mission as Christians to Chinese values and culture?

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## 2b.6 Contact, conflict and change

### 2b.6.1 China's contact with the European world

China did not welcome the arrival of Europeans and attempted to restrict the entry of foreigners into the Middle Kingdom. The behaviour of Portuguese sailors during the sixteenth century had set Chinese attitudes against Europeans. The Portuguese were accused of **piracy**, fighting, drunkenness and disrespectfulness. China barred these troublesome Europeans from entering the kingdom, officially referring to them as 'barbarians from the Western Ocean'. While European traders continued to seek Chinese products such as silk, tea and porcelain, the Chinese expressed no desire for European goods. The Spaniards, Dutch, English and Russians also tried to gain entry into China but obtained only very limited access to a few of her ports.

China's lack of interest in trade with the world beyond was due to two key factors:

- The Chinese economy was self-sufficient, producing everything that the Chinese required.
- The Chinese believed that their technology and way of life were superior to other world civilisations and so did not feel the need to learn from other peoples.

As seventeenth-century trade links between Europe and other parts of Asia began to grow, China remained off limits. The Chinese continued to regard foreigners as barbarians and declined any attempts at establishing diplomacy with European governments.

### 2b.6.2 Merchants and trading ports

By the eighteenth century more pressure was placed on the British government to obtain trading rights with China. In 1793 King George III sent a group of royal envoys, headed by Lord McCartney, to the court of the Chinese Qing dynasty emperor, Qianlong (1736–1795). The British requested the opportunity to establish trade links with fewer limitations. Lord McCartney took with him a group of artists and scientists, and objects showcasing Europe's latest technology including telescopes, guns and air balloons. The Chinese were unimpressed:

'As your ambassador can see for himself, we possess all things. We set no value on objects strange or ingenious, and have no use for your country's manufactures.'

Emperor Qianlong managed to confine the British presence in China to some ports in Canton, and the Portuguese traders to a narrow strip of waterfront territory in Macao. Strict rules were placed on visiting foreigners. They were:

- forbidden entry into the Chinese cities
- not permitted to bring families into Chinese territory
- subject to Chinese laws (considered brutal by European standards)
- allowed to conduct their business only through government appointed agents, called the Cohong.

Britain made another attempt to establish a more open trade agreement with China at the beginning of the nineteenth century. In 1816 a British **emissary** named Lord Amherst requested an audience with the emperor. Court officials insisted that on entering the emperor's presence, the British emissary perform the kow tow on hands and knees. Lord Amherst angrily refused and with that the distrust between China and the West further increased.

**SOURCE 1** A drawing of the important trade centre of Canton in 1860. Canton became the centre of the opium trade.



## 2b.6.3 The Opium War

### The trade in opium

China was drawn into closer contact with the Western world through war over the trade in opium. Opium was introduced to China by Arab merchants in the eighth century CE. It was valued as a painkiller and imported into China in small quantities. The Portuguese dominated the trade in opium in the sixteenth century and increased the quantity of opium being exported from India to China. During China's later Ming dynasty, opium began to be used by wealthier people in China's southern provinces for its **narcotic** qualities. The Chinese government was very concerned about this use of the drug and moved to ban it for anything other than medical use. Emperor Qianlong directed harsh punishments for those involved in the illegal opium trade. Chinese law sentenced opium dealers to floggings, banishment from China and hard labour in remote prison camps. Opium addicts were also punished if they continued using the drug. Medical treatment was also offered to addicts to ease the painful symptoms that came with withdrawal from opium.

Despite all government efforts, the traders ignored the royal edict and the volume of opium entering China continued to steadily increase during the nineteenth century. The British now dominated the opium trade and found that they could exchange opium for valuable Chinese trade goods and silver. By the 1830s, the smoking of opium had become a major social problem, with

**SOURCE 2** An opium den in China



thousands of people regularly smoking opium in southern China. China's addiction to opium reached a point where British opium traders had difficulty meeting the demand. The British made fortunes from China's misery as they continued smuggling opium into the secret waterfront warehouses of ports such as Canton.

By the 1830s, the problems stemming from opium smoking had reached crisis point in China:

- Of the estimated two million opium addicts, many were from the educated classes who had traditionally provided China with her officials and leadership. Good government and political leadership were threatened.
- Opium being imported into China was paid for in silver, China's standard currency since the fourteenth century. The stability of China's economy was under threat as huge amounts of silver left China for the return of a product that was damaging China. The value of Chinese currency declined and the amount of taxation collected was reduced.
- Opium smuggling encouraged crime and social unrest. Society was becoming more violent and politically unstable. Secret societies were emerging that organised criminal activity, bribed officials and undermined Chinese government further.
- Europeans became familiar with China and her weaknesses. European attitudes towards China changed from admiration and respect for the brilliance of Chinese culture to contempt for China and her people.

**SOURCE 3** The annual number of chests of opium imported into China

1820–24	7 889
1825–29	12 576
1830–34	20 331
1835–38	35 445

**SOURCE 4** Lin Zexu wrote letters to Queen Victoria explaining the damage that opium was doing to China and requesting her support in banning the opium trade and ensuring British merchants operate their businesses legally in China.

We find that your country is sixty or seventy thousand *li* [three *li* make one mile, ordinarily] from China. Yet there are barbarian ships that strive to come here for trade for the purpose of making great profit. The wealth of China is used to profit from the barbarians. That is to say, the great profit made by barbarians is all taken from the rightful share of China. By what right do they then in return use the poisonous drug to injure the Chinese people? Even though the barbarians may not necessarily intend to do us harm, yet in coveting profit to an extreme, they have no regard for injuring others. Let us ask, where is your conscience? I have heard that the smoking of opium is very strictly forbidden by your country; that is because the harm caused by opium is clearly understood. Since it is not permitted to do harm to your own country, then even less should you let it be passed on to the harm of other countries — how much less to China! Of all that China exports to foreign countries, there is not a single thing which is not beneficial to people: they are of benefit when eaten, or of benefit when used, or of benefit when resold: all are beneficial. Is there a single article from China which has done any harm to foreign countries? Take tea and rhubarb, for example; the foreign countries cannot get along for a single day without them. If China cuts off these benefits with no sympathy for those who are to suffer, what can the barbarians rely upon to keep themselves alive? Moreover the woolens, camlets, and longells [i.e., textiles] of foreign countries cannot be woven unless they obtain Chinese silk. If China, again, cuts off this beneficial export, what profit can the barbarians expect to make? As for other foodstuffs, beginning with candy, ginger, cinnamon, and so forth, and articles for use, beginning with silk, satin, chinaware, and so on, all the things that must be had by foreign countries are innumerable. On the other hand, articles coming from the outside to China can only be used as toys. We can take them or get along without them. Since they are not needed by China, what difficulty would there be if we closed the frontier and simply stopped the trade? Nevertheless our Celestial Court lets tea, silk, and other goods be shipped without limit and circulated everywhere without begrudging it in the slightest. This is for no other reason but to share the benefit with the people of the whole world.

Having established new regulations, we presume that the ruler of your honourable country, who takes delight in our culture and whose disposition is inclined towards us, must be able to instruct the various barbarians to observe the law with care. It is only necessary to explain to them the advantages and disadvantages and then they will know that the legal code of the Celestial Court must be absolutely obeyed with awe.



## China's attempt to destroy the opium trade

In 1838 the Qing emperor ordered the High Commissioner of Canton, Lin Zexu, to destroy the opium trade in Canton. Commissioner Lin ordered all stocks of opium be handed in and all opium trade with Europeans stopped. European opium merchants tried to bargain with Commissioner Lin into keeping their trade. The commissioner cut off supplies and had the British confined to their small residential area outside of the city. British superintendent Charles Elliott ordered the British merchants to comply with Commissioner Lin's demands, and then surrendered over 20 000 cases of opium. The huge quantity of opium was mixed with lime and salt and dumped into the Pearl River. European merchants wishing to continue working in China were then forced to sign a document pledging withdrawal from the opium trade.

## The first Opium War begins

In July 1839 a Chinese man, Lin Weihe, was killed in a fight with British and American sailors in the city of Kowloon near the Pearl River. Commissioner Lin demanded the British hand over six sailors to Chinese authorities for trial. The British refused the request and held their own investigation, eventually finding the sailors guilty of the man's death. The British court sentenced them to a maximum of six months imprisonment and a fine. The Chinese were furious at the defiant attitude displayed to Chinese law. The emperor directed Commissioner Lin to retaliate by stopping supplies reaching the British community living in Macao, the British headquarters in Asia. Charles Elliott, the Chief Superintendent of British trade, ordered ships to transport British families to Hong Kong and brought in armed reinforcements from India.

The first Anglo-Chinese War, also known as the Opium War, began. British troops easily defeated China's soldiers because:

- China's part-time soldiers lacked training, strong leadership and organisation, and suffered from low morale
- Britain had a highly trained army equipped with superior weaponry including modern **artillery**, muskets and fast steam-powered gunboats.

### SOURCE 5 A British attack on Chinese war junks during the first Opium War of 1841



PRISONER SHIP,  
1841. Engraving



## 2b.6.4 The Treaty of Nanjing

Following their defeat, the Chinese were forced to sign the Treaty of Nanjing in August 1842. With this treaty, the British forced China into a peace that had disastrous consequences for the country:

- Hong Kong was **ceded** to Britain as a base.
- Five important Chinese ports were opened to British residence and trade.
- The opium trade was legalised and Britain was paid compensation for the opium destroyed by Commissioner Lin and the cost of the war.
- British subjects in China were no longer under Chinese law and could trade without restrictions.
- British missionaries were to be allowed into China.

The treaty of Nanjing opened China's doors without her consent, and ushered China into a century of humiliation at the hands of Europeans. Nanjing was the first stage of the destruction of China's right to make her own economic, political, social and territorial decisions.

### RETROFILE

Treaties with Europeans included the right of various Christian church groups to establish missions in China. The French gained the right to establish Catholic churches in the treaty ports, and the right to protect the Catholic missions located across China. The Catholics attempted to revive the Catholic communities established by the sixteenth-century Jesuits. Protestants established some schools and medical services in the ports and ventured into the countryside to preach the Christian gospel. They were generally less tolerant than the Catholics of traditional Chinese beliefs, attacking Buddhism and the 'idols' of China's ancient religions.

## 2b.6.5 The spread of European power in China

The United States of America, Holland and France took advantage of Britain's victory and worked to obtain similar conditions and trade concessions with China. The Qing government mistakenly believed gaining the support of rival European nations would help them keep some control of British power in China.

During the 1860s several thousand British and French troops occupied Beijing to ensure the conditions the various treaties imposed on China were enforced. Dozens of new European trading companies were established. By the 1860s, the quantity of opium imported annually into China was double what it had been in the 1830s. European and American control of China crept relentlessly north from Canton to the city of Shanghai, which became another important European commercial and settlement centre. European interests in the ports were protected by European gunboats and operated under European systems of government. Meanwhile, Russian commercial and territorial interests in China moved south from the Siberian–Manchurian border towards Beijing. European power was closing in on China.

## 2b.6.6 The Taiping Rebellion

### Reasons for rebellion

Conditions in nineteenth-century China were ripe for rebellion. Emperor Qianlong was followed by a series of weak nineteenth-century Qing emperors who had no answers to European economic and political dominance, and superior Western technology. The policy of 'splendid isolation', which China pursued for generations as her protection, no longer kept the foreigners away. China was poorly run by corrupt officials and weakened by costly wars. Corruption, crime, a failing Chinese economy, rising taxation and the increasing presence of foreigners on China's soil led to riots within China:

- Red Turban armies fought against the Qing dynasty to bring back the power of the fifteenth- and sixteenth-century Ming dynasty.
- Muslim **separatists** took control of Yunnan Province and waged war in Shaanxi and Gansu provinces.
- Armed groups of peasant bandits roamed across the area north of the Huai River.
- **Triad** groups took control of Xiamen and Shanghai.

To many Chinese, it appeared that the Qing dynasty had lost the ‘mandate of heaven’. The greatest threat to the survival of the Qing dynasty now came from within China.

## The Taiping movement

In 1837 a young teacher named Hong Xiuquan failed his imperial exams, became sick and, while in a coma, claimed that he had a vision. He believed that God had taken him to heaven and directed him to establish the kingdom of God on earth. After his vision he came to believe that he was the younger brother of Jesus Christ, given the task by god of bringing Christianity to China. He preached a mixture of Confucianism and Christianity, declaring a new dynasty called the Taiping, meaning Heavenly Kingdom of Great Peace, and proclaiming himself Tian Wang, Heavenly King.

Hong Xiuquan organised Chinese peasants and bandits into an army. At this time China was in a severe famine and Chinese peasants were walking the countryside in search of food. The Qing government provided no relief or support and so Hong Xiuquan found many peasants willing to follow him. In 1853 Hong Xiuquan’s army marched north and conquered the beautiful city of Nanjing. Nanjing was then declared the capital of the new Taiping dynasty. It was the beginning of the Taiping Rebellion, a ten-year revolt against the Qing dynasty.

### RETROFILE

Hong Xiuquan came from a poor family background and had gained an opportunity for an education only because the entire village had realised his talents and decided to support him in his studies. Hong Xiuquan belonged to the Hakka ethnic group, a people with their own distinctive dialect and customs. The Hakka of Guangzhou, in China’s south, were descended from refugees originating in China’s north. The Hakka were looked down on by the southerners and regarded as second-class citizens.

**SOURCE 6** Image of the Taiping rebels taking control of towns in the south of China. The Taiping aimed to destroy the Qing government and establish a new style of government based on strict discipline and ideas that were both Christian and Confucian. The Taiping Rebellion is often interpreted by historians as signalling the beginning of the revolutionary movements that would eventually topple China’s imperial system of government.



## Taiping reforms

The Taiping movement was revolutionary. The rebels destroyed idols and temples, and demanded reforms such as land redistribution, and an end to foot binding and slavery. In regions of China under Taiping control some remarkable reforms were established:

- private ownership of land was abolished and replaced by communes
- citizens were given the right to vote for officials in their government

- slavery in any form was forbidden
- silk and cotton manufacturing was **nationalised**
- the Chinese script was simplified to encourage literacy
- women were given greater equality with men, although still expected to remain obedient wives and daughters.

## War with European powers

The Qing dynasty faced attack from the Taiping, and then in 1856 faced another war with Europeans. The British and French used the brutal killing of a Catholic priest and the arrest of some sailors from a British ship as excuses to attack China again. European soldiers conquered the great city of Beijing and then marched into the emperor's summer palace, burning and looting it. The outcome was the Treaties of Tianjin (1858–60), further 'agreements' imposed on China, which opened all of China to the British, French, Americans and Russians.

**SOURCE 7** A description by Count d'Hérissou, a French observer, of the destruction of Beijing's magnificent Summer Palace, and the theft of the precious objects inside

Some soldiers had buried their heads in the red-lacquered chests of the Empress, others were half-hidden among heaps of embroidered fabrics and silkware, still others were filling their pockets, shirts and kepis [French military hats] with rubies, sapphires, pearls, and pieces of crystal, or again were loading their chests with necklaces made of large pearls. Others were leaving the grounds with armfuls of clocks and watches. Sappers [engineers] had brought their axes and were smashing the furniture in order to collect the jewels which were set in the wood. One of them, looking very earnest, kept striking a lovely Louis XV clock in order to get its dial showing the hours with figures in crystal, which he believed to be diamonds....

It was a virtual nightmare.

Before sunrise, the looting began all over again.

Once the foreign powers had the concessions they wanted from the Qing, they joined in the Qing battle against the Taiping rebels. The Americans and Europeans also feared the Taiping government because they believed it could threaten the trading rights they had gained across China.

## The end of the Taiping Rebellion

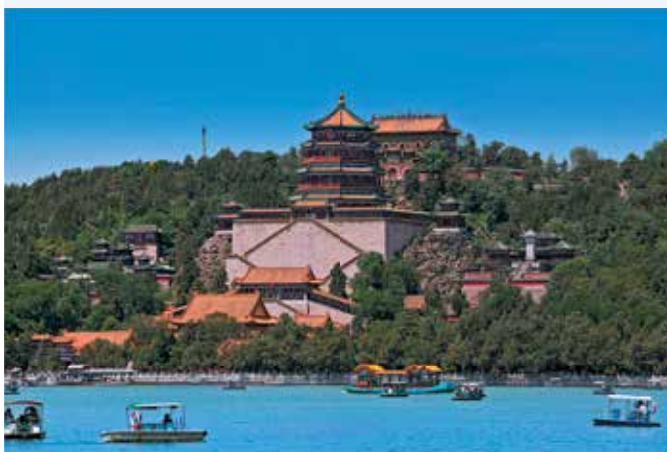
The foreigners supplied the Qing with weapons and ships. At the end of the 1850s the Taiping armies were failing due to a lack of leadership and constant fighting within the Taiping government. In 1864 Nanjing finally fell to Qing forces, Hong Xiuquan drank poison and died. Most of the remaining Taiping rebels

were killed in battle or committed suicide. By 1865 the Taiping Rebellion was over. Historians estimate that the revolt had destroyed hundreds of China's towns and villages, and cost China at least 20 million lives.

## The power of Chinese tradition

The Industrial Revolution changed the nineteenth-century world beyond China at a frightening pace. Europeans were taking territory and establishing colonies across Africa and Asia. This generation of European adventurers cared less about respecting local traditions and sensitivities than their predecessors had. They believed their sophisticated technology gave them a moral superiority and the right to rule the people of the non-European world.

**SOURCE 8** The Summer Palace in Beijing today



China's inability to defend herself against European power was largely due to her resistance to change and failure to modernise. China clung to her Confucian traditions and continued to regard Chinese civilisation as superior to all others. The Confucian scholars who ruled China for centuries believed that Chinese classical literature still contained all the wisdom and knowledge necessary for good government.

China's population grew rapidly during the Qing dynasty, despite the civil wars and the disruption to life that came with foreign conquest. In this vast land, life continued as it had for centuries. China remained a rural society with hundreds of millions of peasants farming the fields every day. The modernisation of agriculture that accompanied the Industrial Revolution in Europe had not transformed China's farms. The introduction of railways and Western technology did little to lift the burden of unceasing work from the shoulders of the peasantry. China's peasants fought famine and flood, pests, and poor harvests. They still lived in their traditional mud-brick houses and worked their land by hand. Life continued to be ruled by the seasons and a life of grinding poverty remained their fate. China's Confucian social order, religions, traditions and customs remained largely unchanged by the foreign contact of the nineteenth century.

**SOURCE 9** The words of a traditional Chinese folk song expressing the harshness of the peasant's life

This year famine, Next year flood,  
Grass, roots, tree bark gone for food.  
Deep in debt, When the debt comes due:  
One *picul* [unit of weight] is repaid as two.

## 2b.6 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. What aspects of life in China were unchanged by contact with the outside world?
2. Create a mind map identifying the key events of nineteenth-century Chinese history and the impact of these events on Qing dynasty China.
3. Merchants, such as those who belonged to the Cohong, were regarded as being at the bottom of the Chinese social scale. The tea and silk merchants controlled the distribution of these goods throughout the world and so became enormously wealthy. Despite their power and money, their commercial activities were regarded as being below the dignity of the mandarin scholar class and less worthy than the toil of the peasants.
  - (a) Historians believe that the Chinese attitude towards merchants and trade stopped the development of a strong Chinese middle class. In small groups discuss the meaning of the term *middle class*, and its importance to society and government.
  - (b) With reference to the text, explain the role of the Cohong from the perspective of the merchant and the attitude you think the Cohong members would have had to trade with Europe.

### Research and communicate

4. At the beginning of the nineteenth century, the Chinese called themselves the people of the 'Middle Kingdom' and believed people living outside China were barbarians. Role-play a conversation between a Confucian scholar and a British merchant in Canton explaining their two different views of the world. You will need to research the changes that have taken place in Europe during the previous century, such as the Industrial Revolution, and the basic principles of Confucian values and codes of behaviour.
5. Research the Summer Palace.
  - (a) What was it?
  - (b) Who built it?
  - (c) Why was it built?
6. Design the front cover for a book on the history of the Summer Palace and compile a contents page indicating the title of each new chapter in the book.



## Develop source skills

7. The port of Canton was opened to trade with Europeans in the seventeenth century. It quickly became the most prosperous port because of its close location to South-East Asia. Canton's population entirely depended on foreign trade for their livelihood, and so in the mid eighteenth century the Qing government left it as the only port open to trade with the outside world.  
Imagine you are a nineteenth-century British merchant newly arrived in China. Write a letter to your family at home describing your image of the trade centre of Canton. Refer to **SOURCE 1** for your evidence of the port's appearance.
8. Britain's opium trade in China is regarded as one of her most shameful acts. Design a poster based on the evidence provided in **SOURCES 2–4** to draw the attention of the nineteenth-century British public to the opium trade, and the need to bring it to an end.
9. Imagine that you are a Chinese historian writing a text on the history of nineteenth-century China and the West. Write a new extended caption for **SOURCE 5** describing the scene from the Chinese perspective. In your caption, provide some background to the Opium Wars.
10. (a) Briefly describe what happened to the Summer Palace based on the **SOURCE 7** account.  
(b) Write a short analysis of the significance to China of the events at the Summer Palace, from the point of view of a mandarin scholar official.
11. Suggest why the experience of the peasantry as expressed in **SOURCE 9** was a threat to the survival of the Qing dynasty.

## learn on ONLINE ONLY



Complete this digital doc: Worksheet 2b.6 The consequences of foreign contact (doc-23129)

myWorldHistoryAtlas

Deepen and check your understanding of the topic with the following resources and auto-marked questions:

Chinese diaspora

## 2b.7 Empress Dowager Cixi

### 2b.7.1 Empress Dowager Cixi

The Empress Dowager Cixi was the only woman to achieve political power during the Qing dynasty. Cixi was born in 1835, the daughter of a humble government official. She was selected as a lowly ranked **concubine** at the court of Emperor Xianfeng and transported to Beijing's Forbidden City in 1852. The secluded household she now joined was home to about 6000 people. The emperor was the household's only adult male. He was looked after by approximately 3000 women and 3000 eunuchs. Cixi was one of approximately 70 concubines given her own apartment to live in, and four eunuchs as her personal servants.

Cixi impressed the emperor and was promoted to the position of consort, or wife, after the birth of her son, the future Emperor Tongzhi. In 1861 Emperor Xianfeng died and was succeeded by five-year-old Tongzhi. Cixi then began her amazing rise to power, gaining the position of the **dowager** empress and the title of the Empress of the Western Palace. From this point, Cixi dominated government by manipulating one personality against another and steadily building her own power base of supporters. Cixi was authoritarian, ruthless and conservative. While she had allowed reforms to take place during the earlier years of her rule, ultimately she clung to China's past, resisting fundamental change and the reforms that could threaten her absolute power and dynastic privileges. Cixi saw modernisation as a threat to the Qing dynasty.

Cixi ruled from behind a large silk screen. Qing China's attitudes towards women were deeply conservative. Literacy and learning was still denied to all but a

**SOURCE 1** The Empress Cixi was only 1.5 metres tall and quietly spoken, but displayed determination and strength from the time she entered the Forbidden City. She became the most powerful person in late nineteenth-century China.



small group of women, and Cixi's power could be exercised only through her son. Women were not permitted to appear at the Imperial audiences and so the young Tonghzi sat on the throne while Cixi directed events from behind her screen. When her son died in 1875 she took sole control of government and then selected her nephew, Guangxu, as the new emperor in 1889.

The challenges to Qing power appeared to be brought under control during the decades of Cixi's rule. The Qing largely rejected the foreign influences and the changing world around them. Late nineteenth-century life in China went on as usual: an estimated 13 million peasants died in the Great North China famine of 1877–78, China's ruling class maintained their monopoly on power and Cixi built a marble boat to sail upon the lakes at her Summer Palace.

## 2b.7 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. What does the experience of Cixi as a young woman suggest about the status of women in nineteenth-century China?

### Research and communicate

2. Have a class brainstorm about the meaning of *feminism*. How important are feminist ideas to the society in which we live? Design a poster expressing your ideas.

### Develop source skills

3. Imagine that you are the fashion columnist for a nineteenth-century women's magazine. Refer to **SOURCE 1** to write a short piece describing the appearance of the famous Empress Cixi. In your article explain how her appearance supports the claim that Cixi was a very conservative force in the government of Qing China.

**learnon** ONLINE ONLY



Complete this digital doc: Worksheet 2b.7 Every picture tells a story (doc-23130)

## 2b.8 China in the modern world

### 2b.8.1 The Self-Strengthening Movement

Despite the Empress Cixi's lack of support for modernisation and reform, change did come to China at the end of the nineteenth century. The first movement for modernisation appeared in 1860 with *zhiqiang*, or the 'Self-Strengthening Movement'. The movement promoted the need for China to learn from the Europeans through the study of modern Western science and languages. The Self-Strengthening Movement was encouraged by some key personalities in China, such as Zhaeng Guofan, the governor of Hunan. Zhaeng Guofan was a distinguished Confucian scholar who recognised the advantages of foreign technology. He believed that China needed modernisation for self-defence and that modernisation could be achieved without the sacrifice of traditional Confucian principles.

Zhaeng Guofan encouraged the recruitment of highly skilled officials willing to learn about the Western way of life. His modernisation initiatives were carried on by his successor, Li Hongzhang. Li Hongzhang organised the finance for commercial development in China and established a range of government-supervised businesses such as:

- a shipping line called the China Steam Merchants Navigation Company
- the Kaiping coalmines to provide the coal power for the ships
- a telegraph system to provide communication links for businesses across China
- a textile mill.

Li Hongzhang also employed foreigners to teach the Chinese the expertise needed to run these modern businesses and an education program that in 1872 began sending Chinese students to Europe and Japan.

Li Hongzhang realised the importance of improving China's military and naval capabilities to ensure she was in a better position to defend herself against further foreign invasions of her territory. He purchased foreign weapons and trained his soldiers in Western methods of warfare. In 1864 he established an **arsenal** in Shanghai to build China's own gunboats and manufacture weaponry. The arsenal also translated Western texts on military training and strategy into Chinese.

## 2b.8.2 War and 'peace'

The Self-Strengthening Movement was not able to keep China safe from further armed struggle with foreign powers. The Chinese went to war against France between 1883 and 1885. This conflict was China's first real attempt at defending herself since the beginning of the Self-Strengthening Movement of the 1860s. French forces had taken control of the area of modern-day Vietnam and then moved towards China. Li Hongzhang was wary of war with Europeans but was persuaded to send Chinese troops to Vietnam. The Chinese army had some victories against the French on land, but the power of the French Navy gave France victory and pushed China into another humiliating 'peace' known as the Treaty of Tianjin, 1885.

China faced other conflicts while battling France:

- In 1876 Chinese troops fought against the British efforts to take control of Burma. Britain annexed Burma in 1886.
- In 1894 China went to war against Japan for control of Korea, which had been a **vassal** state of China for centuries. Japan's modern military force easily defeated Chinese troops. China was forced to sign the Treaty of Shimonoseki in 1885, which gave the Chinese territory of Taiwan and Liadong to Japan and a large compensation payment for the cost of the war. Additional ports were also opened to Japanese trade.

**SOURCE 1** A Japanese painting of their victory over China, which finally resulted in Chinese humiliation at the Treaty of Shimonoseki. The Chinese are shown pleading for peace after their defeat at the Battle of Weihaiwei, a major land and sea engagement between the forces of Meiji Japan and Qing China. The Chinese commander, Dingruchang, is pictured surrendering to Japan's Admiral Ito. Commander Dingruchang had in fact committed suicide rather than surrender.





### 2b.8.3 The scramble for China

Japan followed the rise of modern **nationalism** and the industrialisation that changed Europe. Japan became a stunning example of what modernisation could achieve. Japan was the great military and naval power of Asia at the end of the nineteenth century. Japan scored easy victories against China both on land and at sea, moving into Manchuria and then threatening Beijing. The defeat revealed China's weakness and signalled the opportunity for European powers to carve out even larger slices of Chinese territory for themselves. The scramble for China reached a new level as Russia, Great Britain, France and Germany seized their chance to annex even more land.

The foreigners also wanted the rights to mining in China, control of transport systems and new industries. China in the late nineteenth century has been described as a game of Monopoly with foreigners racing across the land buying Chinese properties, railways and businesses at bargain prices. China was on the path to being divided into a series of European colonies. The Qing dynasty was threatened with total destruction.

A sense of Chinese nationalism came with defeat. It was clear that the use of modern weaponry was not enough to protect China from the impact of contact with foreign powers. Modern leadership and organisation was needed. Mastering Western technology also required an understanding of European political and legal systems.

Many Confucian scholars saw efforts of reform and industrialisation as a threat to the classical Chinese values that had been the basis of Chinese culture for more than 2000 years. In 1898, the young Emperor Guangxu (1875–1908) took the bold step of defying the deeply conservative scholars and initiated a series of reforms. He had the support of students, a few key officials and some members of China's educated elite.

This drive towards reform was led by a scholar from Canton named Kang Yuwei. Kang Yuwei was a nationalist who was determined to declare China's independence and power as a modern nation under the leadership of a strong Qing dynasty. He believed that Westernisation and Confucianism could exist together. Kang Yuwei impressed the emperor

**SOURCE 2** A nineteenth-century cartoon from *Punch* magazine illustrating the European grab for control of China. Britain is shown holding the upper body while France, Germany and Russia pull at the limbs.



**SOURCE 3** Cartoon *The Artful Dowager* from *Punch* magazine, 1896, of Empress Cixi's destruction of the program of reform proposed by Emperor Guangxu. The dominance of the empress was widely recognised.



*Empress-Dowager of China to the Son of Heaven: 'Reform, indeed! I'll reform you! Go and stand in the corner till I tell you to come out!'*



with his plans for the sweeping change he named the 'Hundred Days of Reform'. Between June and September of 1898 forty decrees were announced including:

- the establishment of a new school and university system including a curriculum based on the teaching of Western science and technology
- a program of railroad construction
- reforms aimed at retraining and modernising the army and navy
- modernisation of the examinations used to select civil servants
- the creation of a government department for the translation of European literature into Chinese
- the creation of a national assembly, based on the model of a British parliament, to administer China.

Many powerful Qing scholars labelled the reforms as an attack on the age-old traditions. The Empress Cixi led the opposition to change. In late September the emperor was deposed in a **coup** led by Cixi. The emperor and his key advisers were arrested. The emperor remained a prisoner at court until his death. Kang Yuwei escaped from China and spent the rest of his life in exile. Less fortunate scholars were executed. It seemed China was not ready for modernisation.

## 2b.8.4 The Boxer Rebellion

### The Order of Righteous and Harmonious Fists

In 1899 China was hit again by violence and troubles. A peasant secret society emerged in the northern province of Shandong, one of the poorest regions of China. The society was known as the *Yihe quan*, translated as 'The Order of Righteous and Harmonious Fists'. The Yihe quan are known to history as the Boxers. The Boxers' aim was to destroy foreign influence and control of China. Members claimed that special training in martial arts, diet and prayer gave them extraordinary powers. They believed that through their kung fu style boxing and communication with a spirit world, they were magically protected from bullets and swords.

The Boxer slogan was 'Support the Qing, destroy the foreign'. Fifty years of humiliation had wounded Chinese national pride and bred a desire for revenge. This simple Boxer message gained support from peasants who were suffering from constant food shortages and hardship. The Boxers believed the foreign devils had attacked China, been granted privileges by a weak government and had to be stopped.

Groups of young peasant women known as the 'Red Lanterns' spread the Boxer slogans while 'The Cooking Pot Lantern' women's groups made sure the Boxers were fed and housed. The Empress Cixi publicly condemned Boxer violence but recognised the support the Boxers had from the Chinese peasantry. Empress Cixi saw the Boxers as an opportunity to deal with the problem of foreign powers in China. Empress Cixi had effectively crushed the 1898 attempts at reform and now had the chance to direct Chinese discontent away from the Qing and towards the foreigners.

**SOURCE 4** A drawing of a Boxer by Johannes Koekkoek, 1900. The Boxers were an impressive sight in their long red tunics. Around the waist they wore a cartridge belt and they held great two-handed swords. They wore brightly coloured jackets and trousers that were frequently embroidered with dragons.



## 'Death to foreigners'

The real violence began in June 1900, following a severe drought that destroyed the season's crops. The Boxers stirred the peasants by claiming the food shortages were a punishment for having abandoned the old ways and ancient beliefs in favour of the 'foreign devils' and their god. The work of Christian missionaries, Protestant and Catholic, was a major source of the anger of many Chinese. The slogan 'Death to foreigners' spread across China from remote villages to the cities. Aggression was particularly directed towards the Christian communities.

By May of 1900 the Boxers were advancing towards Beijing. They were destroying railway lines, attacking foreign embassies, burning and **looting** missions, and killing Christians. Many Christian missionaries had fled from remote areas of China to the 'safety' of Beijing. Attacks on foreigners were not punished and the Empress Cixi did not order her troops to block the entry of the Boxers into Beijing. Foreigners believed that the imperial troops were now assisting the Boxers. The Qing government split into two groups: those who wanted to use the Boxers against foreign powers and those who feared Boxer violence would only bring further foreign interference.

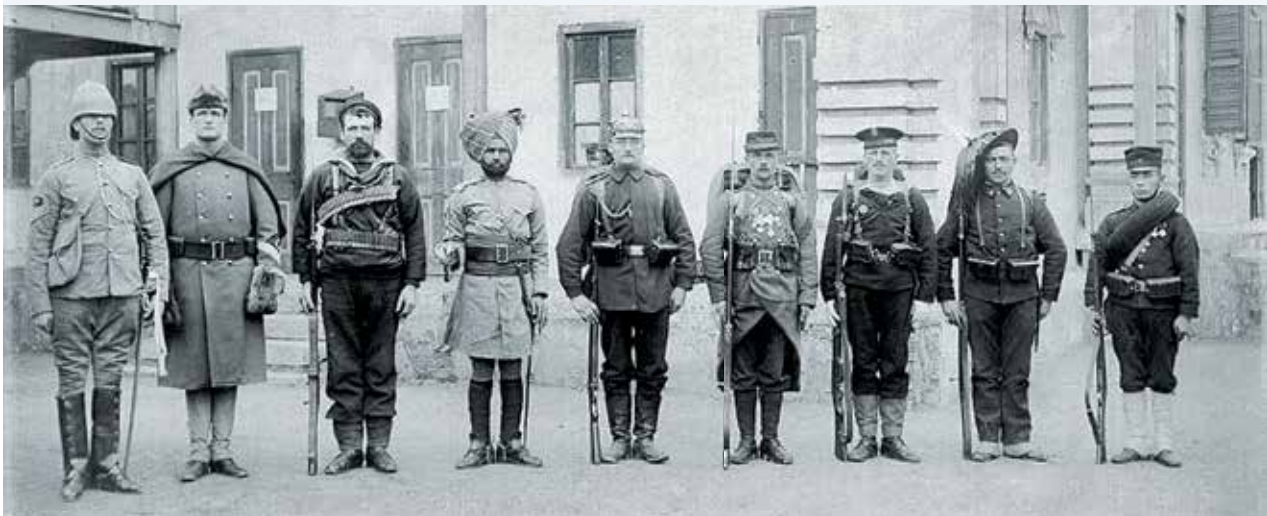
**SOURCE 5** Words from a wall poster expressing the Boxer message

Rip up the railroad tracks!  
Pull down the telegraph lines!  
Quickly! Hurry up! Smash them ...  
When at last all the Foreign Devils  
Are expelled to the very last man,  
The Great Qing, united, together,  
Will bring peace to our land.

## Defeat of the Boxer rebels

The governments of the United States, Great Britain, Japan and other European powers responded to the Boxer Rebellion by sending an international force of approximately 20 thousand soldiers to protect the thousands of foreign businessmen, diplomats and missionaries seeking shelter in Beijing. Several thousand Chinese Christians were also starving and trapped inside Beijing's Catholic cathedral. The Boxers lay siege to Beijing for eight weeks. When the international force finally reached the city in July, the Empress Cixi and her imperial household fled Beijing disguised as peasants riding in wooden carts.

**SOURCE 6** Troops of the Eight Nation Alliance sent to defeat the Boxers. Standing left to right are soldiers from the British, American, Russian, Indian, German, French, Austro-Hungarian, Italian and Japanese armies.



The Boxer Rebellion was defeated and Beijing captured by a foreign army. On entering Beijing the foreign forces began looting and killing. Europe had expressed outrage at Boxer brutality but remained silent when the violence was committed by the hands of Europeans.



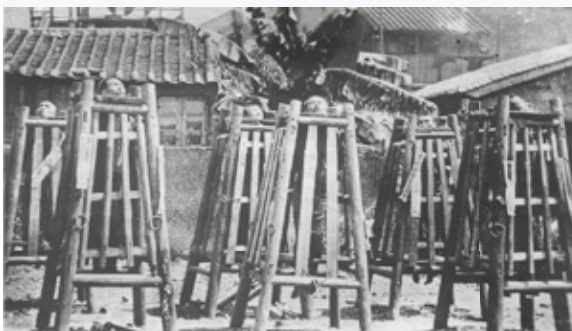
**SOURCE 7** British and Japanese soldiers shown fighting together against the Qing armies during the Boxer Rebellion



**SOURCE 8** An image from the Holy Transfiguration Monastery, Massachusetts, of the Chinese 'martyrs' murdered during the Boxer Rebellion. The rebellion led to the brutal deaths of 526 foreigners, including 200 missionaries. Historians estimate that approximately 30 000 Chinese Christians lost their lives and that thousands more innocent Chinese civilians died in the murder and looting carried out by both Boxer and foreign armies.



**SOURCE 9** Execution of Boxers after the crushing of the rebellion



The Chinese were once again forced into a humiliating treaty called the 'Boxer Protocol' of 1901. Li Hongzhang was brought out of retirement to negotiate the terms of the settlement between China and the foreign force. The Boxer Protocol was designed to protect the future business interests of foreigners and punish China for allowing the rebellion to occur. Under the agreement China was forced to:

- erect monuments to the foreigners who had been killed
- pay Western nations a huge sum of money in **compensation** over a 40-year period
- accept the stationing of foreign troops at key points between Beijing and the main ports
- execute ten high Chinese officials and punish hundreds of others
- ban the importation of weapons into China for a period of two years.

### The doomed dynasty

The Boxer Rebellion had a profound effect on China. The fate of the Boxers spelt doom for the Qing dynasty. The Empress Cixi was permitted to return to Beijing, but the damage done to the government of the Qing dynasty was irreparable. Chinese patriots gave up any hope that the Qing had the power to save China. The Qing dynasty lost any respect the Chinese people had for it, or any belief that it could deliver improvements in China's standard of living. The Qing dynasty was now used by the foreign powers to collect more Chinese taxes to pay compensation. China was treated like a colony belonging to a number of foreign powers who were only interested in exploiting her wealth. Cixi blamed the Boxer Rebellion on her advisers and then turned to regularly hosting parties for European guests as a way of dealing with foreign power over China.

## 2b.8.5 Twentieth-century China

China entered the twentieth century divided into five 'spheres of influence':

- Britain controlled the Yangtze Valley, Canton and Tibet.
- France controlled the south-west provinces bordering Vietnam.
- Germany controlled the Shantung peninsula.
- Russia controlled outer Mongolia and Sinkiang.
- Japan controlled Manchuria and Fukien.

In an attempt to keep the Qing dynasty alive the Empress Cixi pledged to introduce reforms aimed at modernisation:

- Between 1901 and 1909 a number of schools and universities were established and the traditional Chinese curriculum broadened to include Western studies. Modern Western ideas such as nationalism and socialism spread as a result of educational reform.
- The traditional Confucian exam system was replaced with a Western-style exam system based on mastery of subjects such as science and engineering.
- Military academies were created to train a new officer class in the technology and strategies of modern warfare. The new Chinese army had the ability to crush rebellions in China, but also had the ability to attack the weak Qing government.
- Administrative reforms were introduced to improve the efficiency of the central Qing government.

Empress Cixi clung to the hope that with reform the Qing could remain a symbol of Chinese unity and national pride, and that modernisation and the introduction of Western technology would build China's strength. The reforms came too late to save the Qing. The rise of a newly educated generation provided the recruits for revolutionary organisations and the newly formed army used its resources against the dynasty it had been created to defend.

### A new era

The vision that would move China into the modern twentieth-century world did not come from the Qing. A young group of Western-educated politicians emerged, inspired by democratic ideals and determined to see the overthrow of the corrupt Qing dynasty. China's future was now shaped by revolutionary leaders such as Dr Sun Yat-sen. Conservative Confucian ideals were replaced by the belief in:

- nationalism, to create a strong and unified China capable of defending herself against foreign control
- democracy, to build a government to serve the people and be elected by the people
- the People's Livelihood, to provide all people with food, shelter and the right to own land.

In 1912 the Qing were finally overthrown and China became a republic. This was the first step in a revolution that would last for the next 38 years, and eventually create a completely new social and political system. In the twentieth century, over 2000 years of Imperial rule ended, and the new era of communist China began.

**SOURCE 10** Revolutionary leader, Dr Sun Yat Sen





## RETROFILE

Sun Yat-sen and Yuan Shih-Kai were the leaders of the revolution of 1911, which ended the Qing dynasty and created the Republic of China. Sun Yat-sen was the son of a Christian farmer. He studied medicine and entered politics in the 1890s, but was forced into exile by the Qing because of his revolutionary activities. His 'three people's principles' of nationalism, democracy and social reform were the basis of revolution in China. He became China's first president.

**SOURCE 11** An excerpt from the statement of Sun Yat-sen's revolutionary program of 1905

But the revolutions in former generations, such as the Ming Dynasty and the Taiping Heavenly Kingdom, were concerned only with the driving out of the barbarians and the restoration of Chinese rule. Aside from these they sought no other change. We today are different from people of former times. Besides the driving out of the barbarian dynasty and the restoration of China, it is necessary also to change the national policy and the people's livelihood. And though there are a myriad ways and means to achieve this goal, the essential spirit that runs through them all is freedom, equality, and fraternity. Therefore in former days there were heroes' revolutions, but today we have a national revolution [*Kuo-min ko-ming*, lit., revolution of the people of the country]. 'National revolution' means that all people in the nation will have the spirit of freedom, equality, and fraternity; that is, they will all bear the responsibility of revolution.

1. *Drive out the Tartars*: The Manchus of today were originally the eastern barbarians beyond the Great Wall. They frequently caused border troubles during the Ming dynasty; then when China was in a disturbed state they came inside Shanhaikuan, conquered China, and enslaved our Chinese people. Those who opposed them were killed by the hundreds of thousands, and our Chinese have been a people without a nation for two hundred and sixty years. The extreme cruelties and tyrannies of the Manchu government have now reached their limit. With the righteous army poised against them, we will overthrow that government, and restore our sovereign rights. Those Manchu and Chinese military men who have a change of heart and come over to us will be granted amnesty, while those who dare to resist will be slaughtered without mercy. Chinese who act as Chinese traitors in the cause of the Manchus will be treated in the same way.
2. *Restore China*: China is the China of the Chinese. The government of China should be in the hands of the Chinese. After driving out the Tartars we must restore our national state. Those who dare to act like Shih Ching-t'ang or Wu San-kuei [both were traitors] will be attacked by the whole country.

## 2b.8.6 Skill builder: Identifying, locating, selecting and organising information

In this task, you will take on the role of a historian to conduct your own research into the position of China at the beginning of the twentieth century compared with that of the international community.

You will need to use ICT and library resources to investigate and analyse comparable data and facts about China and two other societies — one Asian and one non-Asian. First, establish the location and brief background history of your chosen countries. Next, to develop a deeper understanding of China and your chosen countries at this time, examine several key research topics, such as:

- size and ethnic background of population
- system of government
- religion and cultural characteristics
- economy and industry
- legal system and human rights
- military organisation and weaponry
- health and life expectancy
- education system and standards
- technological development and public facilities such as transport and communication systems.

Now you can begin to interpret and analyse the information you have found. From your initial findings, develop a list of further inquiries.

For example, consider facts about educational standards. In China in 1910 there were only 13 000 girls in school, from a population of over 500 million. In Britain, however, the literacy rates for males and females were nearly equal, due to late-nineteenth century legislation. The Forster Act of 1870 mandated that all children aged between 5 and 13 should attend school and, in 1880, legislation was introduced to enforce school attendance. In Japan, the Meiji

Restoration period brought great changes, particularly in education. In 1872, compulsory schooling was mandated for Japanese children aged between 6 and 12.

In analysing the information on education in China, Britain and Japan we can develop a series of questions to highlight the significance of our findings:

- What do the educational systems and standards of a country indicate about the position of women?
- What do levels of education for the majority of the people indicate about a country's ability to enter the modern age?
- How does the educational system in China compare with countries like Britain and Japan at the same time in history?

Once you have completed your research, present your findings in a short speech titled 'China's place in the world at the beginning of the twentieth century'.

## 2b.8 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. With reference to the sources and the text, briefly outline who the Boxers were, what motivated them, what they did, and what the consequences of their rebellion were.
2. Describe the Qing government's response to the Boxer Rebellion.
3. Write a one-page response to the statement 'The Boxer Rebellion brought the end of the Qing dynasty'.
4. Who was Sun Yat-sen and what was his role in the collapse of the Qing dynasty?

### Research and communicate

5. The Boxer slogan 'Support the Qing, destroy the foreign' was an expression of nationalism. Research the meaning of the nationalism and how it was changing the nineteenth-century world. Imagine that you are a young nationalist follower of Sun Yat-sen and write a speech expressing why nationalists feel such hostility to the Qing dynasty.

### Develop source skills

6. Refer to **SOURCE 1** and answer the following questions.
  - (a) Describe how the Japanese have portrayed the Chinese in **SOURCE 1**.
  - (b) Describe how the Japanese are dressed and what this indicates about their attitude towards Western civilisation and power.
  - (c) Explain what **SOURCE 1** suggests about the relationship between China and Japan, and Japan's position in Asia at this time.
  - (d) The artist, Mizuno Toshikata, has not painted the Chinese surrender with historical accuracy. Explain what the inaccuracy is and why you think the event was not recorded truthfully.
  - (e) In small groups discuss how useful **SOURCE 1** is for historians investigating the history of Qing dynasty China.
  - (f) Describe what you think a Chinese artist would have painted if recording the defeat of Chinese forces at the Battle of Weihaiwei.
7. Write a caption for the **SOURCE 2** cartoon expressing China's view on the actions of the foreign powers at the end of the nineteenth century.
8. Refer to **SOURCE 3** and answer the following questions.
  - (a) What evidence does **SOURCE 3** provide to suggest that in 1896 the Qing were losing the 'mandate of heaven'?
  - (b) What comment does **SOURCE 3** suggest about Empress Cixi's attitude towards change and reform?
  - (c) With reference to the source, explain why the Hundred Days of Reform failed.
9. The Boxer message spread through word of mouth, patriotic slogans and bright posters. Create a poster showing the Boxers as they appear in **SOURCE 4** and publicising the Boxer message as expressed in **SOURCE 5**.
10. Refer to **SOURCE 6** and answer the following questions.
  - (a) According to the evidence from **SOURCE 6**, list the countries that joined together against the Boxers.
  - (b) Suggest how the arrival of the Eight Nation Alliance may have increased support for the Boxers within China.
  - (c) What was the nature of the foreign contact China had with the outside world, as shown in **SOURCE 6**?

11. Japan and China followed different paths during the nineteenth century. Refer to **SOURCE 7** to suggest Japan's relationship with Europe at the time of the Boxer Rebellion.
12. **SOURCES 8** and **9** show that the Boxer Rebellion was a complex event with many victims. With reference to the text and using the sources as your evidence, explain the outcome of the Boxer Rebellion.
13. The appearance of Sun Yat-sen in the **SOURCE 10** photo is in contrast to the images of members of the Qing dynasty. Describe the difference and then suggest what this indicates about the influence of the Western world at the end of the nineteenth century.
14. Summarise the main points being made in the **SOURCE 11** statement.
15. Suggest why Sun Yat-sen's message of 'freedom, equality and fraternity' would have been such a challenge to Qing China.

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Deepen and check your understanding of the topic with the following resources and auto-marked questions:

🔍 China in the nineteenth century

**learn on** ONLINE ONLY



Complete this digital doc: Worksheet 2b.8 Resistance to revolution (doc-23131)

## 2b.9 Review

### 2b.9.1 Review

#### KEY TERMS

**arid** dry and without a source of moisture

**arsenal** military stores and equipment

**artillery** mounted light and heavy guns

**castrate** to remove the testicles

**cede** to surrender by treaty to another power

**compensation** payment made for loss or suffering

**concubine** secondary wife

**coup** use of force to bring change of government

**dowager** widow of a man holding a position of power such as an emperor, king, duke or earl

**dynasty** the period of time during which one family controls government (usually over several generations); the members of that family

**emissary** agent sent on a mission

**eunuch** castrated man

**feudal** system of government based on holding of land and the relationship between the lord and his vassal (tenant)

**lineage** line of descendants of a particular family

**looting** stealing goods or valuables

**mandate** command or order from a superior power, or area of responsibility

**narcotic** substance that reduces pain or affects the senses

**nationalise** to bring under the control or ownership of the government

**nationalism** a sense of national identity, and a desire to work with others to achieve common national goals, at times regardless of how this might affect other countries

**piracy** robbery or violence at sea

**quadrant** instrument used in astronomy and navigation

**separatist** one who works for separation from a larger group or organisation, such as a church or government

**triad** secret Chinese criminal organisation using the triangle as its symbol

**vassal** person obliged to provide a service to his superior

## 2b.9 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### learnon ONLINE ONLY

2b.9 Activity 1: Check your understanding  
2b.9 Activity 2: Practise your historical skills  
2b.9 Activity 3: Multiple choice quiz  
Go online to access additional end of topic resources such as interactivities and printable worksheets.

## Practise your historical skills

### Comprehension: chronology, terms and concepts

- Put the following events in the correct chronological order.
  - The Jesuit missionary Alessandro Valignano arrived in China.
  - The Taiping Rebellion was crushed.
  - The High Commissioner of Canton was ordered to destroy the opium trade.
  - The Ming dynasty collapsed.
  - The opium trade was introduced to China by Arab merchants.
  - The Treaty of Nanjing was signed after the first Anglo-Chinese War.
  - The British government sent envoys to China to establish trading rights.
  - The Buddhist religion spread from Central Asia to China.
  - The Emperor Qianlong commenced his rule of China.
  - The Xia dynasty was founded.
  - The philosopher Confucius was born.
  - The collapse of Qing rule marked the birth of the Chinese Republic.
- Match each term in the left column with its correct definition in the right column.

(a) Cohong	(i) Ruling family
(b) eunuch	(ii) People who came from the north to invade China and defeat Ming
(c) loess	(iii) The guild of powerful Chinese merchants
(d) dynasty	(iv) Rich yellow soil blown across north China
(e) Manchu	(v) Men who had been castrated so that they could serve the emperor
(e) Han	(vi) Feminine force found in water and softness
(g) kow tow	(vii) The quality that was the Confucian basis of good behaviour
(h) mandarin	(viii) Ritual showing loyalty and respect for the emperor
(i) yang	(ix) A highly ranked imperial scholar official
(j) yin	(x) Ethnic group that is the majority of the Chinese population
(k) li	(xi) Positive force found in sunlight and fire

### Analysis and use of sources

- Cartoons are a valuable source of information for historians. Consider the usefulness of **SOURCES 1** and **2** in providing an insight into the problems faced by China at the end of the nineteenth century. Research the background to the events and groups portrayed in the cartoons and then write your own source annotations explaining more fully the message being communicated.



**SOURCE 1** The evil of the opium trade is expressed in this nineteenth-century cartoon showing a British official addressing a Chinese merchant. In the cartoon the official informs the merchant, 'You're to buy this poison instantly so that we can have lots of tea to digest our roast beef.' Two chests of opium are placed at their feet while a British bulldog tugs at the merchant's robes.



**SOURCE 2** Cartoon illustrating nineteenth-century foreign attitudes towards China. Gathered around the crumbling 'colossus' are Italy, Great Britain, Japan, Russia, Germany, France and the United States.



'Just one last vigorous push, and the colossus will shatter.' Italy, Great Britain, Japan, Russia, Germany, France and the United States dance at China's fall.

## Perspectives and interpretations

- Imagine the year is 1910 and you are a young nationalist working for a revolutionary party that is pushing for reform through political change and modernisation. Design a political advertising campaign aimed at educating the peasants and gaining their support. Design badges, posters, leaflets, and slogans that can spread your revolutionary message.
- Working in pairs, conduct your own research on the causes of the 1911 revolution. One partner should research long-term causes, and the other the short-term causes. Once you have completed your research, combine your findings and write a role-play of a discussion between an old Qing official and a young follower of Sun Yat-sen on the reasons for the fall of the Qing dynasty.

## Empathetic understanding

- Imagine that you are a character pictured in **SOURCE 3**. Write an account of why you are cutting your pigtail and why you feel this is such a significant moment in your life. In your account try to communicate an understanding of what it means to be Chinese at a time in history when the centuries old dynastic system is being replaced by a republic. Use the factual details in the image and the text in this topic as your starting point and use your imagination to fill in the detail.

**SOURCE 3** The Manchu conquerors of Ming China forced the Chinese to wear their hair in one long plait. In 1911 millions of Chinese men cut this pigtail as a sign that the Manchu Qing dynasty had fallen.



## Research

7. China was in a time of terrible difficulty 2500 years before the fall of the Qing. This was during the Zhou dynasty, when the philosopher Confucius was alive. Research the teachings and philosophy of Confucius and the difficulties Zhou China faced. Write a letter from Confucius to the people of Qing China explaining what the Confucian solution would have been to the violence and hardship of the last dynasty. In your letter include references to the *Analects of Confucius*.
8. Imagine you have the opportunity to interview the Empress Dowager Cixi about her opposition to reform and reasons for crushing the Hundred Days of Reform. Research the life and role of Cixi in the fall of the Qing and then compose the questions you would like to put to her. Use your questions to structure a small group discussion on the impact of Cixi on China's history between 1861 and 1908. When you have completed your discussion, write a short biographical report titled 'The extraordinary life of Empress Cixi'.

## Explanation and communication

9. Pick an event from the history of Qing China and the early twentieth century and then create your own cartoon to communicate your understanding of the significance of the event to history.
10. Working in groups, create a game of snakes and ladders covering the period of the Qing dynasty. Divide your board into squares that represent key events from the period. Decide how far each event would push your players. Some events moved people forward into the twentieth century, while other events pushed them back. Throw the dice and see where in Qing history you land.





# TOPIC 3a

## World War I

### 3a.1 Overview

Numerous **videos** and **interactivities** are embedded just where you need them, at the point of learning, in your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). They will help you to learn the content and concepts covered in this topic.

#### LEARNING OUTCOMES

In this topic students will investigate:

- An overview of the causes of the wars, why men enlisted and where Australians fought **3a.2, 3a.3, 3a.4, 3a.5**
- The scope and nature of warfare **3a.4, 3a.5**
- Significant events and the experiences of Australians at war **3a.3, 3a.4, 3a.5, 3a.6**
- Impact of the wars on Australia **3a.7, 3a.8**
- Significance of the wars to Australia **3a.9**
- Commemorations and the nature of the ANZAC legend **3a.10, 3a.11**

#### 3a.1.1 Introduction

2018 marks 100 years since World War I ended. People called it ‘the Great War’ and ‘the war to end all wars’. British war poet Siegfried Sassoon described it as ‘hell’s last horror’.

When war broke out in August 1914, Australia committed itself to support Britain ‘to the last man and the last shilling’. Australian involvement brought pride in the efforts and sacrifices of our soldiers, demands for independence from Britain, and conflict and division over the conscription issue.

Today, people remember Australia’s role in World War I as an important turning point in the growth of Australia’s national identity and towards independence from Great Britain. We remember and honour the sacrifices of those who served.

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Watch this eLesson: World War I (1914–1918) (eles-2398)

#### Starter questions

1. What do you know about World War I? Were any of your relatives involved?
2. What aspects of the Battle of the Somme does the **SOURCE 1** image depict?
3. List what you think would be different about the ways well-armed nations would fight one another today.
4. If world war broke out today, who, if anyone, would Australia be obliged to fight with?

**SOURCE 1** Painting entitled *The Battle of the Somme* by the English artist Richard Caton II Woodville, 1917



## 3a.2 The Origins of World War I

### 3a.2.1 Nationalism, war and adventure

World War I had its origins in rival alliances, national competitiveness, an arms race and a climate of tension among the major powers — Austria–Hungary, Britain, France, Germany and Russia. Any issue among them that could not be resolved could lead to war. The European powers had spent years preparing for war and their peoples had come to think of war as a normal and likely occurrence.

In the late nineteenth century, many Europeans had come to think of war as a heroic adventure in which they might one day have the chance to participate. Newspaper articles, cartoons, novels and songs presented a romantic image of war and the adventurous life of a man in uniform.

Governments encouraged **nationalism** and **patriotism** to unify people who often still felt more loyal to their local area than to their nation. Countries saw involvement in war as evidence of a nation's maturity. Education encouraged and focused students' attention on past wrongs and current threats that other European powers had or were supposedly inflicting on their nation.

People took pride in all things military. Parents dressed their young children in sailors' suits and gave their sons toy soldiers to play with. In England, children eagerly awaited the fortnightly instalments of Robert Baden-Powell's *Scouting for Boys*, which helped boys (and girls) learn many of the skills of resourcefulness, which he had previously used in training soldiers.

**SOURCE 1** Photo showing boys in sailor suits, c.1900





### 3a.2.2 Tensions and rivalries

People saw war as the likely outcome of the rivalries among the great powers in the areas of:

- competition to take advantage of trading opportunities
- competition to control territory and resources in Africa that would give nations access to raw materials that weren't available in Europe
- the development of weapons and ships that nations could use to protect their interests
- the size and strength of armies and navies and the arms race (especially between Britain and Germany) that resulted from this
- individual power and status.

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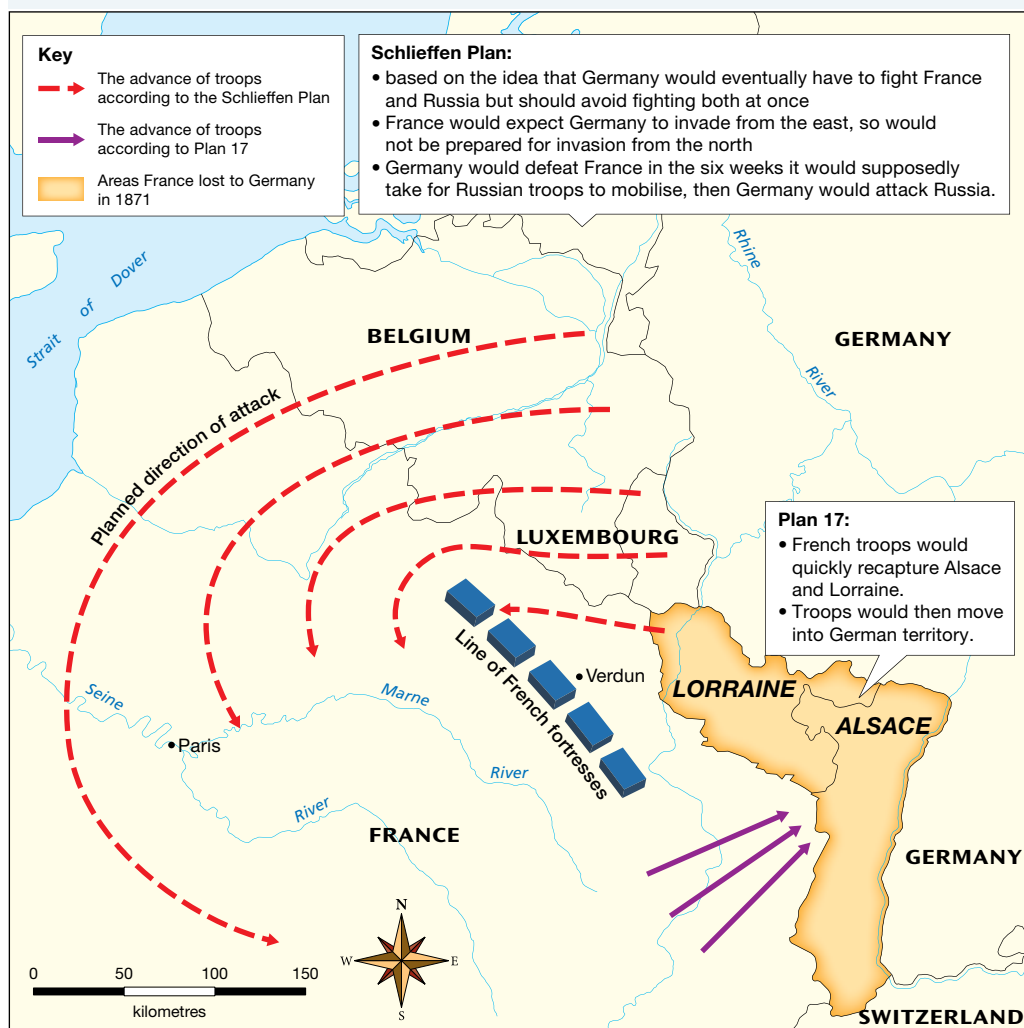
Deepen and check your understanding of the topic with the following resources and auto-marked questions:

🔗 Europe on the eve of war

### 3a.2.3 War plans and the arms race

One nation's attempts to protect its interests led others to fear its power. In 1898, Germany set out to create a navy twice the size of Britain's. In 1906, Britain launched the HMS *Dreadnought*, considered to be the most powerful ship afloat. German engineers were soon copying this design, leading to further tension:

**SOURCE 2** Map showing Plan 17 and the traditional view of the main features of the Schlieffen Plan



- Britain feared Germany's navy and the possibility of such a navy cutting Britain off from the rest of its empire.
- Germany argued that its navy was essential to protect its trade.

Increased tensions among the major powers led them to prepare strategies to be used if war broke out. Germany developed, and continued to update, a plan known as the Schlieffen Plan; France developed the war plan known as Plan 17.

### Contestability: the Schlieffen Plan

In 2002, Terence Zuber's book *Inventing the Schlieffen Plan: German War Planning 1871–1914* began a huge debate among military historians about the Schlieffen Plan. Zuber based his work on documents that had only become available from German archives in the 1990s. He concluded that what historians have accepted for nearly a century as 'the Schlieffen Plan' never really existed. This would mean that the traditional view — that, to avoid a war of two fronts, Germany had to attack France once Russia had mobilised — was incorrect. According to Zuber, German officers invented the Schlieffen Plan in the 1920s as a means of excusing their failed strategies. Other historians argue that the Schlieffen Plan existed and that the Germans implemented a modified version of it when war broke out. Debate continues with, as yet, no consensus.

### 3a.2.4 The alliance system

Increasing national rivalries within and beyond Europe resulted in nations forming two rival alliances. From 1907 onwards, the major powers were all members of one of these two rival and armed power blocs. Britain had joined with Russia and France in an **alliance** known as the Triple Entente, while Germany was linked with Austria–Hungary and Italy in the Triple Alliance.

**SOURCE 3** Map showing the great powers and their alliances in 1907. Italy declared itself neutral when war broke out and, in April 1915, signed the *Treaty of London* committing it to fight in support of the Triple Entente.



These agreements increased nations' sense of strength and protection and fostered the fear and mistrust of the nations that did not belong to them. They reflected the threat that the powers sensed from one another, and the desire to avenge past 'wrongs':

- Russia and Austria–Hungary competed with each other to extend their power in the area of south-eastern Europe known as the **Balkans**.
- France feared Germany's army and sought *revanche* (revenge) for Germany taking the provinces of Alsace and Lorraine from France in 1871.

Between 1905 and 1913, tensions among the great powers increased as a result of crises in northern Africa and the Balkans. The great powers resolved these crises, although hostility generally increased among those involved.

## RETROFILE

When war broke out the Entente powers called in military support from their empires and also gained support from Italy in 1915 and the United States in 1917. This group was called the Allies. Germany, Austria–Hungary and their supporters (Germany's colonies plus Turkey from October 1914 and Bulgaria from 1915) were called the Central Powers.

### 3a.2.5 Assassination in Sarajevo

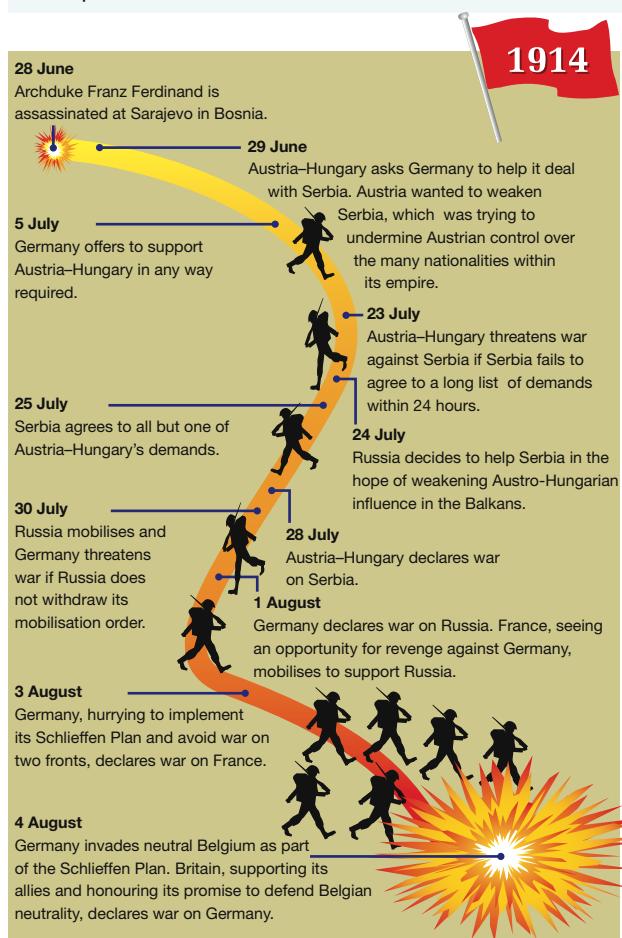
On 28 June 1914, at Sarajevo in Bosnia, 23-year-old Gavrilo Princip, a Serbian nationalist, shot dead the Archduke Franz Ferdinand, and his wife Sophie. Franz Ferdinand was the heir to the Austro-Hungarian throne. His **assassination** provided an excuse for Austria–Hungary to attempt to punish and weaken its long-time enemy, Serbia.

The 'July crisis' that developed from the assassination involved, through their alliances, all the major European powers and it ignited the tensions among them. Their failure to resolve the July crisis demonstrated nations' desires to exercise their power and also their fears of one another (see **Source 5**). By 4 August 1914, Europe was at war.

**SOURCE 4** The Archduke Franz Ferdinand and his wife Sophie lie in state in Vienna, Austria, after their assassination.



**SOURCE 5** A timeline showing how the assassination of Archduke Franz Ferdinand led to the outbreak of a European war



## 3a.2 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. List the names and members of Europe's two rival power blocs in early 1914.
2. List the main forms of competition among the great powers in the early twentieth century.
3. Explain why France sought revenge against Germany.
4. Explain why there was tension between Austria–Hungary and Russia in the early 1900s.
5. Use **SOURCES 1–5** and your own knowledge to create a mind map identifying the reasons why the European powers went to war in 1914. Write the long-term factors in one colour and the short-term factors in another.

### Develop source skills

6. Refer to **SOURCE 2** to help you answer the following questions.
  - (a) What benefits did Germany hope to gain from the Schlieffen Plan?
  - (b) What route did the Schlieffen Plan indicate for capturing Paris?
  - (c) Why did Plan 17 focus on attacking Germany through Alsace and Lorraine?
7. Use **SOURCE 3** to work out which members of the Triple Entente Germany would feel most threatened by and why.
8. Consider **SOURCE 4**. What would be the likely attitude of the Austro-Hungarian government to this photo?
9. Refer to the **SOURCE 5** timeline. Which event do you think was the turning point that led to the crisis becoming a war? Why?
10. Identify the European power that was not involved in the war in 1914. What was the reason for this? (Hint: See **SOURCE 3**.)

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Complete this digital doc: Worksheet 3a.2 War: When? Where? Why? Who? (doc-23134)

## 3a.3 Australia's involvement

### 3a.3.1 Enthusiasm for war

As Britain readied itself to declare war on Germany in August 1914, future Australian Prime Minister Andrew Fisher promised that 'Australia will stand behind our Mother Country to help and defend her to our last man and our last shilling'.

Great Britain's war became Australia's war too. Fisher's comment reflected the attitudes of many Australians, who assumed Britain's war to be a just and noble cause in which Australians could demonstrate their loyalty to the 'mother country'. Like people of all nations, they believed that the war would be short, with the victorious troops home by Christmas, recounting tales of their glorious exploits.

Pro-British war fever was the dominant emotion in most Australian cities following Britain's declaration of war on Germany on 4 August 1914. Newspapers, competing with one another to demonstrate their loyalty to the mother country, forecast countless heroic deeds against the hated enemy.

This enthusiasm was especially significant because the *Defence Act 1903* (Cwlth) limited the Australian Army to service in defence of Australia and *only* on Australian territory. Australia needed to attract *volunteers* to serve in an army outside Australia. This restriction did not apply to the Royal Australian Navy (RAN), which participated in war under the command of Britain's Royal Navy.

**SOURCE 1** A photograph of men queuing outside a recruiting office in Sydney, March 1916



AWM A03406



Recruitment began on 10 August 1914. Within days, 40 000 men had volunteered. This was double the number the government had offered to send to Britain. By November, the first group of volunteers, including a large group of the **Light Horse**, had left for training in Egypt.

By December 1914, 52 000 men had volunteered to serve in the army, to be known as the Australian Imperial Force (the AIF), which, when combined with New Zealanders, would form the Australian and New Zealand Army Corps (the Anzacs). Three thousand men served with the Australian Flying Corps (AFC). With troops off to the battlefield, the Australian government reinforced its commitment to compulsory military training for all males between the ages of 12 and 25.

Initially, with plenty of volunteers, the Army could set high physical standards. Many men who would normally have been considered fit and healthy failed to meet those standards and were turned away. In 1914, the minimum height for acceptance into the AIF was 168 centimetres. By late 1914, recruitment officials had reduced this to 163 centimetres and by 1917 to 152 centimetres.

### Why Australians enlisted

Support for the 'mother' country was not the only reason for Australian men's rush to enlist. Other reasons included:

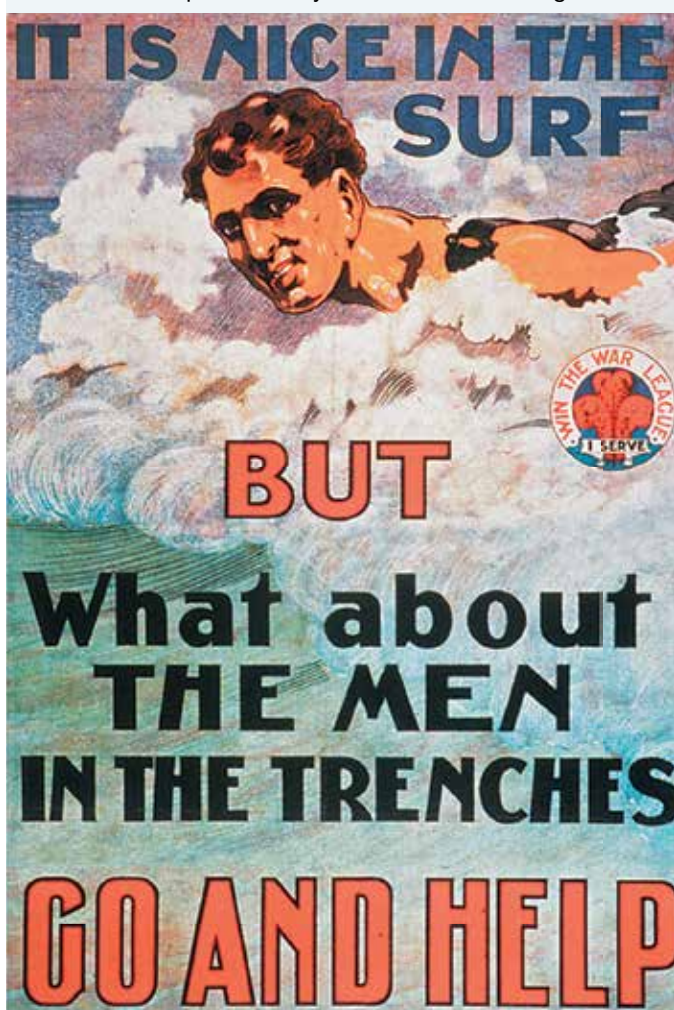
- fear that the opportunity for 'adventure' would pass them by if they did not enlist quickly
- the desire to avoid the disapproval of peers and young women. Some women showed their disapproval of men who were not in uniform by giving them a white feather, a symbol of cowardice.
- the chance to earn higher wages (six shillings a day compared to one shilling a day for British soldiers)
- men's feeling that it was their 'duty' to enlist
- hatred of the 'Hun' (insulting name for Germans).

### Participation of Aboriginal and Torres Strait Islander peoples

It is only from the late twentieth century onwards that people have begun to systematically research the wartime experiences of Indigenous Australians. Consequently, we don't know much about how their experiences might have differed from those of other soldiers or the extent to which war offered them benefits unavailable to them in their everyday lives in Australia.

Over 400 Aboriginal and Torres Strait Islander people out of a population of about 80 000, served in World War I. This was despite their poor and racist treatment under British-inspired law and culture, and despite the fact that officially the federal government did not classify its Indigenous peoples as citizens, acted to deny them a vote in federal elections and officially did not allow them to enlist.

**SOURCE 2** *It is nice in the surf but what about the men in the trenches*, a recruitment poster, c.1915, by David Henry Souter. It was published by the Win the War League.



AWM ARTV00141

Some got around this by saying they were Maori or Indian; some found other ways of concealing their origins. Others joined up from 1917, when, with declining enlistment numbers and unable to introduce conscription, the government allowed Indigenous peoples to enlist if they had one parent of European origin.

People hypothesise that Indigenous Australians enlisted largely as a means to escape the racism, discrimination and poor living and working conditions that characterised their ordinary lives. Other reasons may have been patriotism, a desire for adventure, and the attraction of much better wages than they could obtain elsewhere. For some, wartime service may have seemed a good way to show their abilities and to work for greater recognition of their rights.

### Wartime experiences

The war provided opportunities for Indigenous Australian soldiers to move outside of Australia and outside the confines of their lives on mission stations; share knowledge with other people of a similar background; share common experiences with other Australian soldiers; obtain regular food supplies; be judged on their abilities more than on their race; and increase their knowledge of the world. They received equal pay — six shillings a day (sixty cents) — and, as far as we know, equal treatment to their white counterparts.

#### RETROFILE

Five brothers — Alfred, Edward, Leonard, Herbert and Frederick — from the Lovett family of the Gunditjmarra people in western Victoria served in the war. All survived.

### Opposition to war

A minority of Australians opposed the war. These included **conscientious objectors** from groups such as the Society of Friends (Quakers) and pacifists who were against the taking of human life. Some trade unionists were against the war because they believed its burden would be carried by working-class people in every country rather than by the middle and upper classes who had more influence in the decision to go to war.

**SOURCE 3** An extract from a letter written by F. J. Roberts on 10 June 1914. Roberts' son was imprisoned under the *Defence Act 1903* (Cwlth).

Motive

Purpose

Creator of source

Dear Sir,  
Finding I am unable to obtain justice from the Defence Department, I write earnestly appealing to you to kindly use your influence in connexion with the unjust treatment of our lad, who, through loyalty to his parents' views of Christian teaching, is undergoing solitary confinement in the cells at Queenscliff fortress.

Tom is a lad of 16, and was sent to Queenscliff on Wednesday last for 21 days, for refusing to train under the Defence Act. My wife and I are members of the Society of Friends, and hold strong convictions on this matter of militarism ... He is locked in a cell 10 foot by 10 foot ... It has no window, the light coming through a grating. He has a wooden stretcher, the mattress and blankets are taken away in the morning, and not brought back until dark. He has half an hour's exercise in the morning ... is on half diet, has not been allowed to read, nor to write to his parents ...

A letter written by F. J. Roberts, 10 June 1914.  
Letter taken from Commonwealth Parliamentary Debates, vol. 74, pp. 2338–9.

### 3a.3.2 Where Australians fought

While Australia's involvement in the Gallipoli campaign (see subtopic 3a.4) is well known, it was only part of Australia's contribution to the war effort. Australian soldiers, sailors and airmen served in the oceans around Australia, and in New Guinea, Egypt, Palestine, the Gallipoli Peninsula and, most significantly, on the Western Front. Table 1 summarises their main contributions.

**TABLE 1** Australia's contribution to the war

Date	Group	Military involvement
October 1914	Australian Naval and Military Expeditionary Force	Took possession of German New Guinea and nearby islands
November 1914	Royal Australian Navy	HMAS <i>Sydney</i> destroyed the German raider SMS <i>Emden</i> near the Cocos Islands in the Indian Ocean
1914–18		Patrolled and protected Australia's coastline and trading routes
		Engaged in actions against the German navy
April–Dec 1915 1916–18	Australian Imperial Force (AIF)	Gallipoli campaign in Turkey
		Served on the Western Front in Belgium and northern France in battles at Fromelles, the Somme, Bullecourt, Messines, Passchendaele, Dernancourt and Villers-Bretonneux
1916–18		Fought in Middle East against the Ottoman Empire (Turkey). Campaigns included:
1917		<ul style="list-style-type: none"> <li>• defence of Egypt and the Suez Canal</li> <li>• participation in Allied fighting to regain control of the Sinai Peninsula</li> <li>• participation in the Allied advance into Palestine and the capture of Gaza and Jerusalem</li> <li>• the Battle of Beersheba (October), the last mounted charge in history</li> <li>• participation in the Allied occupation of Lebanon and Syria.</li> </ul>
1918	Australian Flying Corps (AFC)	
1916–18		Observation, reconnaissance and artillery spotting in the Middle East and on the Western Front
1918		Transport of troops
		Provision of infantry support
		Aerial fights
		Fighters
		Bombing inside enemy territory

### Women at the war front

Over 3000 Australian trained nurses worked for the Australian Army Nursing Service (AANS). More than two-thirds of these served in military hospitals in England, on the Western Front and at hospitals, tent hospitals and hospital ships in North Africa and southern Europe. Others served as Red Cross volunteers and in other medical support roles.

These women saw first-hand the illness, wounds, deaths and emotional traumas that the war produced. Their work was difficult, dangerous and physically and emotionally draining. They worked long hours, improvising to make up for inadequate supplies and equipment. Twenty-three of them died either from wounds or disease. Seven received the Military Medal for bravery while under attack.

**SOURCE 4** A nurse describes the aftermath of the Gallipoli landing on 25 April 1915

They came in an endless stream, some walking holding arms, hands covered with blood, some on stretchers with broken legs, some shivering & collapsed through loss of blood & some with faces streaming with blood ... we went for the worst cases first & worked like fury while all the sound of firing was going on ... we took on board 570 wounded ... we filled every space, mattresses lying everywhere on deck ... we got to bed between 2 & 3 am.

From Melanie Oppenheimer, *Australian Women and War*, Department of Veterans' Affairs, Canberra, 2008, p. 28.

### 3a.3 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

#### Check knowledge and understanding

1. What do the letters of the word Anzac stand for?
2. List the factors that encouraged men to enlist.
3. Describe Indigenous Australians' experience of World War I. Why do we know so little about this?
4. Which groups opposed Australia's involvement in World War I and what were their reasons?
5. How and why did height requirements change as the war went on?

#### Develop source skills

6. Why do you think the photograph in **SOURCE 1** was taken?
7. Create three thought bubbles to indicate what some of the men in the photograph in **SOURCE 1** might have been thinking about their decision to volunteer.
8. Study **SOURCE 2** and answer the following questions.
  - (a) Who is the source's intended audience?
  - (b) What message does the poster artist want to convey?
  - (c) What feelings is the artist trying to evoke through the words on the poster?
9. Read **SOURCE 3** and answer the following questions.
  - (a) Who wrote the source and why?
  - (b) What message did the writer want to get across? Which parts of the letter would have helped achieve this?
  - (c) When was the letter written? What difference might the outbreak of war have made to the kind of reply the writer might have received?
  - (d) Write an answer to the letter. Your answer should reflect the likely attitude of government officials in mid-1914. Use a word processing program to present this as an official communication.
10. How would **SOURCE 4** be of value to a historian?

**learnon** ONLINE ONLY



**Complete this digital doc:** Worksheet 3a.3 Britain calls, Australia answers (doc-23135)

## 3a.4 The Gallipoli campaign

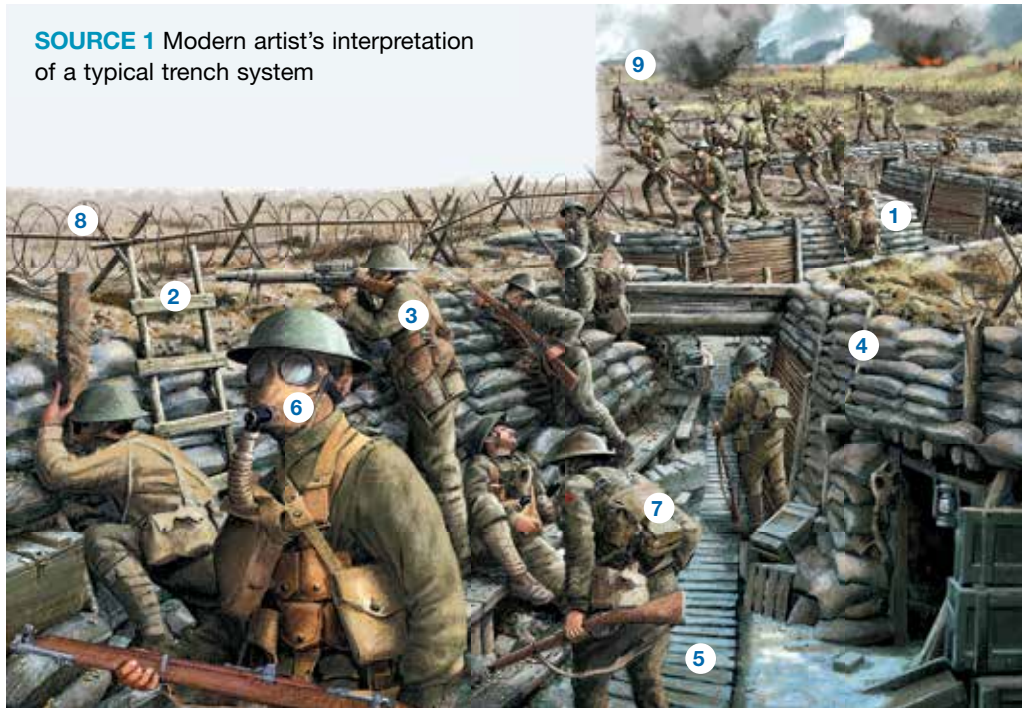
### 3a.4.1 Stalemate on the Western Front

War began with Austro-Hungarian troops fighting Russian and Serbian troops in eastern Europe, and German troops fighting France, Belgium, Britain and their allies in western Europe. By late 1914, all armies had begun to build trenches to protect their soldiers from the enemy and from the winter cold. Eventually, a line of trenches, known as the Western Front, stretched almost continuously from south-west Belgium across north-eastern France to the Swiss border.

No side could make progress without breaking through its enemy's trench system. Attempts to do so resulted in a huge number of **casualties** as men went 'over the top' to face their enemies' machine guns, rifles and artillery. Trench warfare, using these weapons so well suited to defence, meant that what had begun as a war of movement developed into a **stalemate**. The Gallipoli campaign, in which Australian soldiers first saw active duty, was part of an attempt to break the stalemate and resume a war of movement.



**SOURCE 1** Modern artist's interpretation of a typical trench system



- 1 Trenches generally formed a zigzag pattern to help protect the trench against enemy attack.
- 2 Fire steps and scaling ladders enabled troops to go 'over the top', i.e. to go out into no-man's-land (the area between the opposing armies) to attack enemy trenches.
- 3 Machine guns, one of the most deadly weapons, could fire 400–500 bullets every minute.
- 4 Earth-filled sandbags helped to shore up the edges of the trenches and absorb bullets and shell fragments.
- 5 Duckboards were wooden planks placed across the bottom of trenches and other muddy ground. They helped protect men from trench foot and from sinking deep into the mud. Trench foot was a painful and dangerous condition resulting from days spent standing in freezing water and muddy trenches; gangrene could set in and result in the amputation of a man's foot.
- 6 Owing to the use of mustard gas and other chemical weapons, all soldiers needed gas masks. Mustard gas was almost odourless and took 12 hours to take effect.
- 7 Each soldier had a kit containing nearly 30 kilograms of equipment. This included a rifle, two grenades, ammunition, a steel helmet, wire cutters, a field dressing, a spade, a heavy coat, two sandbags, a ground sheet, a water bottle, a haversack, a mess tin, a towel, a shaving kit, socks and rations of preserved food.
- 8 Barbed wire helped protect the trenches and also made it very difficult to attack the opposing trench. Before an attack, soldiers went out at night to cut sections of wire to make it easier for the soldiers in morning raids. Minor cuts and grazes caused by the barbed wire often became infected in the unsanitary conditions of the trenches.
- 9 Snow, rain and freezing temperatures drastically slowed combat during the winter months. In hot, dry summers, lack of fresh water, scorching sun, and the stench of dead bodies and rubbish made trench life equally difficult.

### 3a.4.2 The British plan to break the stalemate

By Christmas 1914, one million Allied soldiers had died on the Western Front. The British government had begun searching for a way to break the stalemate. This meant relieving Turkish pressure on Russia, who, having lost access to its supply route through the Dardanelles, was threatening to surrender. If that happened, Germany would be able to transfer its troops from the Eastern to the Western Front and possibly defeat the Allies.

Winston Churchill, the civilian head of the British Navy, believed the Allies could win the war by using warships to attack and defeat Germany's new ally, Turkey. The goals were to:

- force Turkey out of the war
- re-open the supply route to Russia
- open up a new front from which to attack Germany's other main ally, Austria–Hungary
- move on to defeat Germany on the Western Front.

**SOURCE 2** Map showing the proposed route of the naval campaign in the Dardanelles and the benefits the Allies hoped to gain from it



The first plan was to move British and French battleships through the Dardanelles, and capture Turkey's capital at that time, Istanbul (which Westerners called Constantinople). The naval assaults in February and March 1915 failed as mines and shellfire inflicted severe damage on British and French ships.

British military authorities then decided to instead attempt a series of land invasions at various points along the Gallipoli Peninsula. The attackers would comprise British, Anzac and French troops. They would use infantry (ground troops) to destroy the forts and mobile artillery that protected the Dardanelles Strait and threatened the British and French fleets.

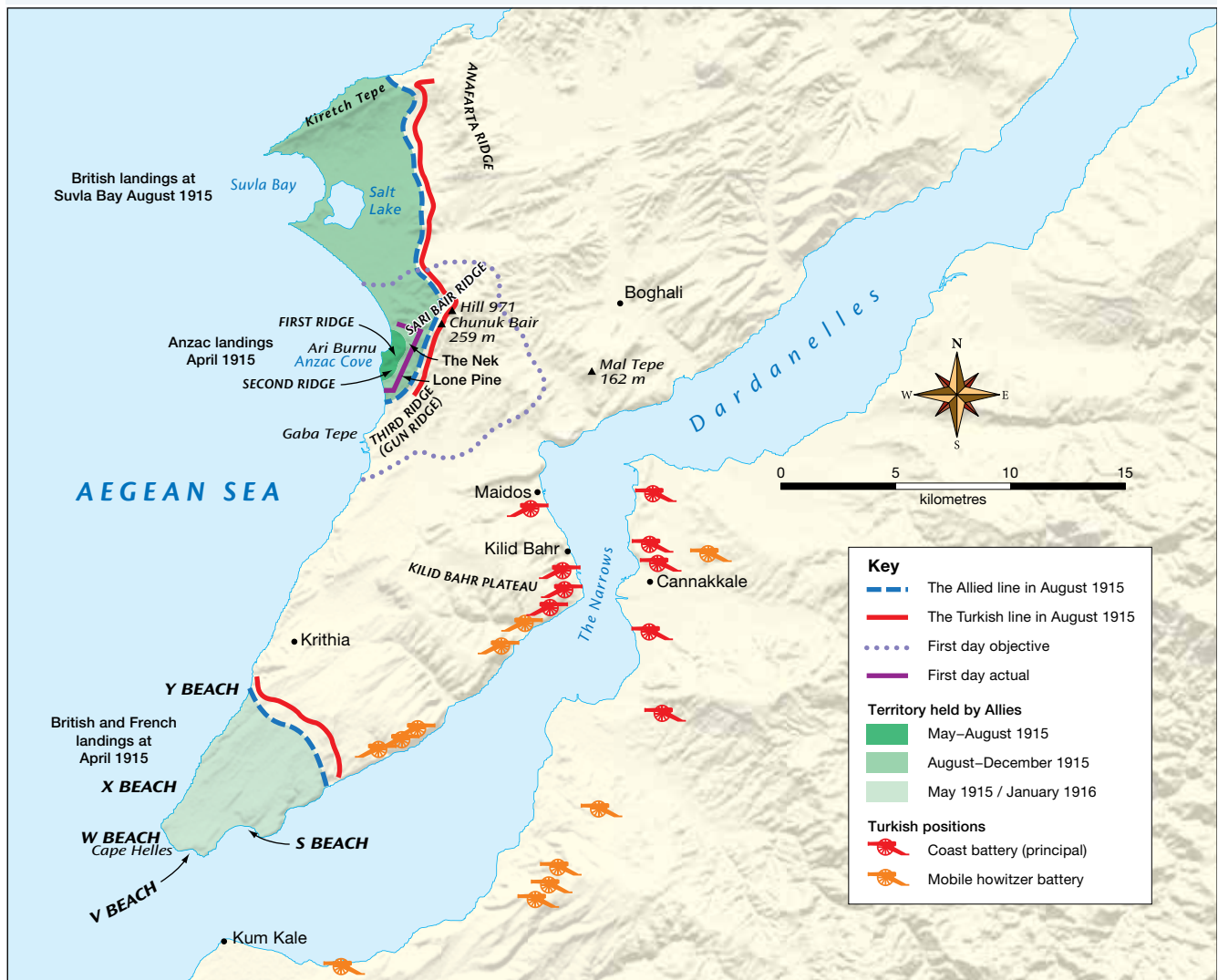
### 3a.4.3 Gallipoli: the nature of warfare

#### The landing

The invasion began on 25 April 1915 with British and French forces landing at beaches S, V, W, X and Y around Cape Helles and also on the opposite shore of the Dardanelles. The Anzacs were to land at Gaba Tepe and Ari Burnu and prevent Turkish troops retreating from the south and Turkish reinforcements arriving from the north. The campaign began badly because:

- the failed naval bombardment had alerted the Turks to the likelihood of a land attack
- the Turks then had six weeks' advance warning to prepare their defences
- by the time British and Anzac troops landed on the Gallipoli Peninsula, the Turks, under German General Liman von Sanders, had organised reinforcements, strengthened defences, laid mines, constructed trenches and established themselves on the high ground around both sides of the Gallipoli Peninsula and further inland
- Allied leaders missed opportunities and underestimated the Turks' military capabilities and determination.

**SOURCE 3** Map showing the southern section of the Gallipoli Peninsula and the main locations of the Gallipoli campaign to August 1915



### Contestability: myth and reality at Anzac Cove

At 4.30 am on 25 April 1915, 16 000 Anzac troops began landing under cover of darkness at a tiny beach, later known as Anzac Cove. They were two kilometres north of the original intended position at Gaba Tepe.

Australian letters and diary entries from the time, and secondary accounts in the nearly 100 years since, record troops leaving their landing craft to face an unrelenting barrage of Turkish machine-gun fire. They describe Turkish forces at both ends of the beach and at the top of its steep cliffs ready and waiting to gun down the invaders.

The increased availability of Turkish sources (such as messages, signals and military reports) in the last few years is providing information that supports a different version of events. In particular, Turkish sources indicate that it was unlikely that Turkish troops were either expecting invaders to land at Anzac Cove or that, at the time of the landing, they were retaliating with machine guns:

- Turkish forces were deployed in small numbers at posts along the 60-kilometre coastline of the Gallipoli Peninsula. Their role was to report landings and delay invaders as long as possible. Reserves waited in central locations inland, ready to move once the landing spots were known, but could not arrive until some hours later.
- There were only somewhere between 90 and 250 Turkish troops at the cove itself.
- There was a severe shortage of machine guns throughout the Turkish army.



- It was only when reinforcements arrived, around 7.30–8.30 am, that the Turks began using machine guns against their Anzac enemies.

No Australian accounts mention anyone seeing a Turkish machine gun, and there are no records of Australian troops capturing any when they gained higher ground later in the day. Some military historians believe that Australian casualties would have been much higher had the Turks been using machine guns early in the day.

Historians have come up with a number of hypotheses to explain why Australians might have incorrectly recorded being under enemy machine-gun fire:

- Some may have purposely tried to increase the sense of danger and threat that they encountered in their first experience of enemy fire.
- Some may have repeated rumours that what they heard was machine-gun fire.
- Even experienced soldiers cannot always tell the difference between heavy and rapid rifle fire and machine-gun fire.
- Any machine guns they did actually hear may have been their own.

As this example shows, Turkish sources have already led historians to question traditional accounts of the Gallipoli landing. Increased efforts to access and translate Turkish sources should open up more areas of debate and lead to a greater depth of understanding of all aspects of the Gallipoli campaign.

### 3a.4.4 April–August 1915

The Anzacs initially began to head for the cliffs and their first-day objectives — Hill 971, the Third Ridge and Mal Tepe hill. Possibly as early as 6 am, Australian commanders ordered the Second Brigade to abandon this offensive and instead to provide support for troops on the right flank, who were supposedly under threat from Turkish reinforcements. Troops then began to dig in at the Second Ridge.

As more and more Turkish reserves arrived, the Anzacs lost the opportunity that had existed for them to make significant advances into Turkish territory in the first three or four hours after their arrival. By digging in instead of continuing to advance against the vastly outnumbered Turks, the Anzacs ended up on the defensive.

By nightfall of the first day, the Anzacs had failed to reach their first-day objectives. They had advanced only about 900 metres at a cost of about 2000 casualties, including 621 dead. Over the next week, another 27 000 soldiers landed at Anzac Cove, where they tried to maintain control of the beach and construct trenches — all under the constant barrage of Turkish fire from distances as close as 30 metres and with little chance of regaining the initiative lost on the first day.

Soldiers armed with entrenching tools and sandbags hastily constructed the trenches and dugouts that would provide them with some protection. The task was difficult because the men mainly had to lie on their stomachs, using the entrenching tool without its handle. Standing up to dig normally would have made them easy targets for the Turks.

Over the following weeks, dugouts appeared all over the hillsides above Anzac Cove. These were the places where

**SOURCE 4** A photograph showing troops landing at Anzac Cove during the Gallipoli campaign





the Anzacs ate, slept, wrote letters home, darned holes in their socks, smoked cigarettes and waited until they were called to active duty.

## May 1915

On 19 May 1915, 42 000 Turks advanced in an attempt to break through Anzac lines. They were unsuccessful and both sides paid a huge toll in the number of dead and wounded. The Turks and the Anzacs agreed to stop fighting for a few hours so they could bury their dead and collect the wounded from no-man's land.

In June and July 1915, the main fighting involved British attacks — for limited gains — and Turkish counter attacks in the Cape Helles area. Both sides suffered the high casualties that were a feature of trench warfare.

**SOURCE 5** An extract from *Gallipoli: the Turkish story* by Kevin Fewster, Vecihi Başarın and Hatice Hürmüz Başarın

After a month of continual fighting and ceaseless noise, the sudden tranquility seemed unreal ... It was a welcome chance to stretch without fear of being shot. For the first time in many weeks, men could stand and survey the whole landscape. It was also a unique opportunity to meet the enemy. Men stepped up to the ceasefire line and swapped smiles, photographs, cigarettes and small gifts with each other. An Australian ambulance officer found the Ottomans 'peaceful-looking men, stolid in type and of the peasant class mostly. We fraternised with them and gave them cigarettes and tobacco ...'.

Shallow graves were excavated and the dead were buried where they lay. Mercifully, the day was cool, but it was a vile task nonetheless ... [An] Australian felt eternally grateful to the Ottoman medico who gave him pieces of scented wool to block his nostrils. Before the day was through, some four thousand bodies had been buried. At 4.30 pm, as arranged, the men climbed back down into their trenches ... At 4.45 pm, a single shot rang out. Soon, the chatter of rifle fire returned to its normal level.

From *Gallipoli: the Turkish story* by Kevin Fewster, Vecihi Başarın and Hatice Hürmüz Başarın, Allen & Unwin, Sydney, 2003.

**SOURCE 6** A photograph taken at Gallipoli on 24 May 1915 showing burial parties burying Australian and Turkish dead during the armistice (agreement to stop fighting)



AWM H00240

## Living conditions

Conditions at Gallipoli tested everyone's endurance. By mid-year, the weather had become hot and there were plagues of disease-carrying flies and fleas. Supply ships brought in water from Egypt, but there was never enough. By October, soldiers were beginning to experience the bitter cold, mud and ice that were characteristic of a Turkish winter.

Troops who had arrived in peak physical condition soon suffered dysentery, diarrhoea, gastroenteritis and infestations of lice. It was virtually impossible to keep clean. Toilets were open pits. Corpses lay rotting in no-man's land between the opposing trenches because it was unsafe to try to retrieve

**SOURCE 7** An extract from the writings of author Ion Idriess, describing life at Gallipoli

I wrapped my overcoat over the tin and gouged out the flies, then spread the biscuit, held my hand over it and drew the biscuit out of the coat. But a lot of flies flew into my mouth and beat about inside. I nearly howled with rage.

Quoted in B. Gammage, *The Broken Years: Australian Soldiers in the Great War*, ANU, Canberra, 1974.

them for burial. Wounded men lay for hours awaiting medical attention. During some weeks in the Gallipoli campaign, as many as 20 per cent of the men were sick from diseases relating to poor hygiene.

Turkish soldiers, as close as 30 metres in some places, kept the Anzacs under constant threat with hand grenades, sniper fire, mortar bombs and shell blasts. The casualty rate was generally 23 per cent. It was difficult to escape either physically or psychologically from the war.

## August 1915: Lone Pine and the Nek

### Lone Pine

In August, the British, under regional commander Sir Ian Hamilton, decided to try a new tactic to break the deadlock. Anzac troops were to attack the Turkish strongholds at Lone Pine and the Nek in the hope of distracting attention from Allied troops landing at Suvla Bay and Allied attacks at Sari Bair. The aim was for them to gain control of Sari Bair and link the Anzac front with Suvla Bay.

At Lone Pine, the Australians surprised the Turks by emerging from underground tunnels that extended to about half-way between their own lines and the Turkish lines. However, they became easy targets for Turkish gunfire until they found a way into the Turkish trenches, which were covered with logs and earth.

The Anzacs succeeded in taking Lone Pine but at a huge cost to both sides. Over four days of bitter hand-to-hand fighting, from 6 August to 10 August, the Anzacs suffered 2300 casualties and the Turks suffered 6000. Seven Australians gained **Victoria Crosses** as a result of this action.

### The Nek

The attack at the Nek was even worse. In the early hours of 7 August 1915, hundreds of men from the 3rd Light Horse Brigade went ‘over the top’ of their trenches in four virtually suicidal charges against the Turkish trenches at ‘Baby 700’, only 27 metres away. The attack failed for a number of reasons:

- New Zealand troops were meant to attack at the same time from Chunuk Bair, which leaders believed they could capture the night before. This would mean they would be attacking from the rear of Turkish troops at Baby 700. However, it was 8 August, 24 hours later, before the New Zealanders even got to Chunuk Bair.
- Allied artillery shells from a preliminary bombardment overshot their targets.
- A seven-minute gap between the end of the artillery bombardment and the beginning of the infantry attack meant that the Turks had both warning of what was to come and enough time to prepare for it.

With the New Zealanders unable to attack from behind Turkish lines, there was no reason to begin what would become a frontal attack on heavily defended Turkish positions. Not having received any counter-instructions, the first and second waves of the Light Horse went ‘over the top’ and faced relentless machine-gun and rifle fire from the Turkish trenches.

Major Antill, second in charge of the Brigade, was convinced that some Australians had reached the Turkish trenches. He insisted, despite protests from another of the Light Horse commanders, that a third wave go over the top as well. This had better results only because the soldiers knew to hit the ground as quickly as possible.

Colonel Hughes, commander in charge of the 3rd Light Horse, then cancelled the attack. This was too late for the fourth wave, who had already left their trenches. In a 45 minute period, there were 372 casualties among the Light Horse, of whom 234 died.

**SOURCE 8** Detail from George Lambert's 1924 painting, *The charge of the 3rd Light Horse Brigade at the Nek, 7 August 1915*



AWM ART07965

**SOURCE 9** An extract from historian Bill Gammage's *The Broken Years*, in which the author describes the consecutive charges of the Light Horse regiments at the Nek on 7 August 1915

The most tragic feint attack, at once the most gallant and the most hopeless, was made by the 8th and 10th Light Horse Regiments against the Turkish trenches at The Nek. The Nek was a ridge 50 yards wide at the Anzac line, narrowing to about 30 at the Turkish front. The opposing trenches on it were about 20 yards apart, and at least five Turkish machine guns covered the intervening ground. Four lines of the light horse, each of about 150 men, were to seize the enemy front line and the maze of trenches and saps behind it, on Baby 700. They would be preceded by a naval and artillery bombardment, and were to attack at two minute intervals. The light horsemen were eager and confident, for this was their first great battle, and they expected to break from the interminable trenches into the open. Sick men hid or escaped from their doctors to be in the charge ...

At four in the afternoon of 6 August the artillery began a gentle bombardment. It intensified early on the 7th, but at four twenty three a.m., seven minutes before time, it ceased ... In the enemy trenches soldiers cautiously emerged from shelter, lined their front two deep, fired short bursts to clear their machine guns, levelled their rifles, and waited. At four thirty precisely the first line of the 8th Light Horse leapt from their trenches. As their helmets appeared above the parapet, an awful fire broke upon them. Many were shot, but a line started forward. It crumpled and vanished within five yards ...

The second line saw the fate of their friends. Over their heads the Turk fire thundered undiminished, drowning out any verbal order ... Beside them lay dead and wounded of the first line, hit before they cleared the trench. But they waited two minutes as ordered, then sprang forward. They were shot down. The 10th Light Horse filled into the vacant places in the trench. They could hardly have doubted their fate ... and they determined to die bravely, by running swiftly at the enemy. 'Boys, you have ten minutes to live,' their commanding officer told them, 'and I am going to lead you.' Men shook hands with their mates, took position, and when the order came, charged into the open. The bullets ... tumbled them into the dust beside their comrades. Moves were made to halt the fourth line, but too late, and these men, too, climbed out to be killed.

It was now a little after five fifteen a.m. Two hundred and thirty-four dead light horsemen lay in an area little larger than a tennis court ... One hundred and thirty-eight others were wounded ...

'It was heroic,' wrote one who watched them, 'it was marvellous ... yet it was murder.'

Bill Gammage, *The Broken Years*, ANU, Canberra, 1974, pp. 73–5.

## RETROFILE

Hugo Throssell (1884–1933), a member of the 10th Light Horse Regiment, was awarded the Victoria Cross (VC) for his bravery at Hill 60 Gallipoli on 29–30 August 1915 when, despite being wounded, he refused to abandon his post. He became a socialist and an outspoken opponent of war. His views angered many people who thought them inappropriate, especially for a 'war hero' and the son of a former premier of Western Australia. A victim of both the war and the Depression, he committed suicide on 13 November 1933.

## The outcome

By late August 1915, some British military strategists were beginning to think that they had little chance of defeating Turkish troops on the Gallipoli Peninsula. At the same time, campaign leader Sir Ian Hamilton's largely optimistic reports failed to indicate just how bad the situation was. This changed when Australian journalist Keith Murdoch arrived in London from Gallipoli in mid September.

Murdoch smuggled out a letter that English journalist Ellis Ashmead-Bartlett had written to inform the British Prime Minister, H.H. Asquith, of his concerns about the campaign and especially about Hamilton's performance. When military officials confiscated Ashmead-Bartlett's letter, Murdoch recorded his own version of it. Asquith and his ministers read this account, accepted it unquestioningly and in mid October dismissed Hamilton. The new commander, General Sir Charles Munro, advised evacuation rather than continue with what he predicted would be a 30–40 per cent casualty rate.

Allied troops began withdrawing from Anzac Cove and Suvla Bay in early December 1915. They devised a number of tricks to try to camouflage their withdrawal:

- Australian troops kept silent for long periods of time and then, when the Turks appeared to find out what was happening, they opened fire.

- They also organised a method whereby water dripped into a pan attached to a trigger would make a rifle fire itself.

By 19 December, the evacuation was complete, with only two casualties. By this time, there were 26 000 casualties among the Anzac troops, including about 10 000 deaths.

## 3a.4 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. Explain the purpose of the trenches.
2. Describe the location of the Western Front.
3. Account for the high casualty rate from trench warfare.
4. Explain why a war of movement became a stalemate.
5. Outline the purpose of the Gallipoli campaign.
6. Identify the purpose of the land invasion and the problems with it.
7. How have Turkish sources led us to question our understanding of the Gallipoli campaign?
8. Create mind maps summarising the Battles of Lone Pine and the Nek.
9. Explain when and why leaders abandoned the Gallipoli campaign.

### Develop source skills

10. Use **SOURCE 1** and your own knowledge to answer the following questions.
  - (a) List the hardships and dangers soldiers experienced.
  - (b) Identify the provisions planners made for the soldiers' comfort and safety.
  - (c) What would you have found to be the hardest thing about trench life and why?
11. Outline the steps the Allies would need to take to achieve the goals indicated in **SOURCE 2**. Describe the action you think the Turks would have taken to protect their territory.
12. Use **SOURCE 3** to complete the following sentences: In April 1915, British and French troops landed at \_\_\_\_, \_\_\_\_, \_\_\_\_, and \_\_\_\_ beaches in the area known as \_\_\_\_\_. Anzac troops landed in the area known as \_\_\_\_\_. In August 1915, British troops landed at \_\_\_\_\_.
13. Use **SOURCES 3** and **4** to identify and list the features that would have: (a) made fighting difficult for the invading forces and (b) advantaged the Turkish defenders.
14. On which of the following subjects do **SOURCES 5** and **6** provide useful information?
 

(a) The results of the battle	(d) Soldiers' attitudes
(b) Leaders' attitudes	(e) The nature of trench warfare
(c) Health issues	(f) Relationships between the opposing sides
15. Use **SOURCE 5** and your own knowledge to answer the following questions.
  - (a) Who created this source and what was the purpose of the ceasefire to which he refers?
  - (b) What was the 'vile task'?
  - (c) In what ways is the source useful for giving us an understanding of the realities of war?
  - (d) What does '...' indicate in a source? How might this affect our understanding of it?
16. What aspects of the assault at the Nek can you recognise in **SOURCE 8**?
17. Use **SOURCE 9** to answer the following questions.
  - (a) What was the attitude of the men prior to the battle and what was the reason for this?
  - (b) What language does the writer use to portray the Anzacs in a positive way?
  - (c) Why did the observer describe this event as both 'heroic' and 'murder'?

myWorldHistoryAtlas

Deepen and check your understanding of the topic with the following resources and auto-marked questions:

• Gallipoli campaign

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Complete these digital docs: Worksheet 3a.4 In the trenches (doc-23136),  
Worksheet 3a.4 Gallipoli: goals and features (doc-23137)

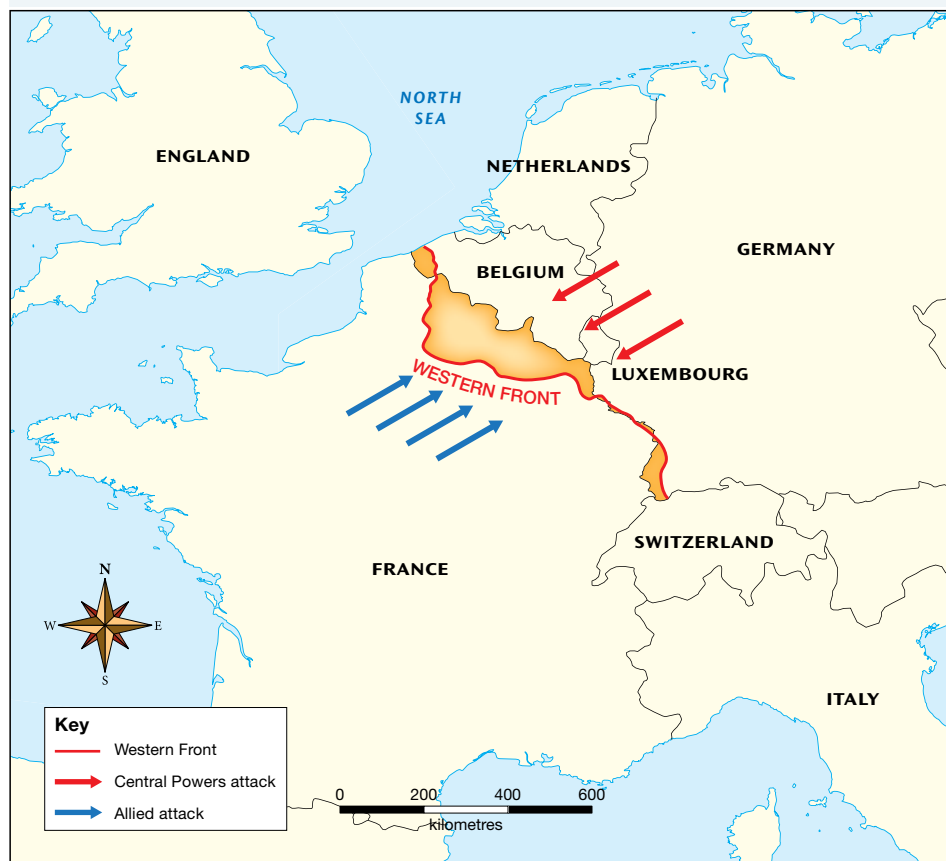


## 3a.5 The Western Front

### 3a.5.1 World War I battlefields

After the Gallipoli campaign, the Australian infantry divisions went on to fight some of the worst battles of the war. Between 1916 and late 1918, 295 000 Australian soldiers served on the Western Front. The Battle of the Somme in France in 1916 and the Battle of Passchendaele in Belgium in 1917 are the two battles that most represent the needless slaughter of young Australian men on the World War I battlefields.

**SOURCE 1** Map showing the location of the Western Front



### 3a.5.2 1916: The Somme

The Battle of the Somme (July to November 1916) was another doomed attempt at breaking the stalemate on the Western Front. The plan was to launch a major attack on German lines in the Somme River valley. The assault would begin with an intense artillery bombardment of German defences. Then, 1.2 million soldiers would advance in wave formations along a 40-kilometre front. The aim was to cut the Germans off from behind and make them so demoralised that they would surrender.

The Germans had weeks of forewarning through:

- overheard field telephone messages
- the movements of British reconnaissance aircraft
- the observations of their own pilots.

When the attack began on 1 July 1916:

- German defences were well prepared
- British mines went off too early and alerted the Germans that the attack was due to start
- British artillery fire failed to destroy the barbed wire protecting the German trenches.

When the soldiers advanced into no-man's land, they advanced into a non-stop barrage of German machine-gun fire. They became easy targets as their attempts to pass through the German barbed wire only made them become more entangled in it. The Allied troops did not have the machine-gun power needed to respond effectively. On the first day, the Germans killed over 20 000 Allied troops and wounded 40 000.

The attack failed to achieve a large-scale breakthrough, and tactics focused instead on raids on specific enemy targets such as those at Fromelles and Pozières.

## Fromelles

Australian soldiers' first battle on the Western Front was the ill-fated Battle of Fromelles on 19–20 July 1916. Their goal was to divert German attention from the main action to the south and prevent them sending reinforcements there.

Planning was rushed, the soldiers lacked experience and the distance across no-man's land was as much as 400 metres in some sections. After seven hours of Allied artillery fire, German machine gunners, with the added advantage of being on higher ground, were well and truly ready when British and Australian troops began their attack in the evening of 19 July. By the early hours of 20 July, the 5th Australian Division had 5533 casualties and one of the greatest losses of Australian lives ever within a 24-hour period.

### RETROFILE

- Corporal Adolf Hitler was probably among the German soldiers fighting at Fromelles.
- The Germans had buried dead Allied soldiers in mass graves. These were discovered in 2008. The Commonwealth War Graves Commission (CWGC) has since exhumed and reburied the bodies in individual graves at the new Fromelles Military Cemetery.

## Pozières

A few days later, the First Australian Division had the task of capturing the German-held town of Pozières. This was achieved in a few hours on 23 July 1916, but it took another seven weeks of horrific fighting against ongoing German artillery fire to consolidate the gain. By this time, three more Australian divisions had become involved.

In July 1916, there were 90 000 AIF soldiers serving on the Western Front. By the end of August 1916, there were 23 000 Australian casualties from the Somme battlefields — nearly as many as for the entire eight months at Gallipoli. By the end of the Somme campaign, the AIF had lost more than 32 000 soldiers, with an overall gain in land of about 10.5 kilometres. Neither the average Australian soldier nor the average British soldier had much faith in their military leaders after this.

### SOURCE 2 A news report on the attack on Pozières from the *Sydney Morning Herald*, 28 July 1916

The assault at Pozières, continued the London officer, was one of the most difficult essayed since the offensive began. The Germans set their heart on retaining the village. Sir Douglas Haig's order was that Pozières must be taken. When the word was given to charge the Australians swept across the approaches to the German lines. There was no shouting or battle-crying. Each Tom, Dick and Harry with teeth set firmly, went forth to slay in silence. When the German machine guns opened fire, the bullets whizzed in all directions ...

Some crack German regiments were employed, but the Anzacs went for their men, and put in terrible bayonet work. After a fierce contest the Australians and New Zealanders obtained the upper hand ... It was the most horrible night any soldiers ever experienced. By daybreak on Monday we had a firm footing in the village. 'The fighting at Pozières,' continued the London officer, 'has proved that the Anzacs would face a wall of iron and go through it.'

### 3a.5.3 1917: Passchendaele

From mid to late 1917, two Anzac divisions took part in fighting in and around Ieper (Ypres) in Belgium. This was the third battle of Ieper, also known as the Battle of Passchendaele. The battle was part of a British attempt to break through the German lines towards the North Sea ports, where the German U-boats were berthed. There were 7000 Australian casualties during the initial attack in June.

In July 1917, the British resumed artillery shelling of German defences. The Germans had the advantage of higher ground and a wide view of their attackers' movements. Over the next fourteen weeks, Allied troops made ten attempts to break through to Passchendaele. Men and equipment became bogged down in mud and flooded fields. General Haig insisted

that the attack proceed. When his chief of staff visited the battlefield, he reportedly had tears in his eyes as he said, 'Good God, did we really send men to fight in that?' Overall, the Allied forces suffered 300 000 casualties; 38 000 were Australian.

**SOURCE 3** A photograph showing an Australian soldier attempting to rescue a comrade in Chateau Wood, Hooge, Belgium in October 1917




AWM E04599

### 3a.5.4 Weaponry and its effectiveness

War on the Western Front was a war of attrition (trying to break down the enemy) rather than breakthrough. It was much easier to defend a trench than to attack an enemy trench. This was partly because weaponry was more suited to effective defence than to attack.

Tactics became more offensive with the development of **tanks**. Early tanks were slow, poorly ventilated, unable to withstand artillery fire and mortar shells, could move in only one direction, and were liable to break down. Crews had to endure 50-degree heat and exposure to carbon monoxide. Technological improvements from mid 1917 enabled tanks to be used in offensive tactics. After effective use at the Battle of Cambrai in late 1917, tanks were contributing to breakthroughs on the Western Front in 1918, which enabled leaders to end the stalemate and resume a war of movement.

**SOURCE 4** Table showing the main weapons of trench warfare, their uses and effectiveness


Weapon	Use	Effectiveness
Artillery 	Both armies used artillery bombardments for both attack and defence. Gunners fired shells from behind their own lines.	Artillery bombardments caused 60 per cent of all Western Front casualties. Bombardments preceded and warned of a major attack. They often failed to destroy enemy barbed wire and trench positions and also severely damaged the no-man's land area over which their own soldiers had to advance. Initially, bombardiers wounded/killed some of their own soldiers; by 1918, artillery fire was more accurate.

(continued)

Weapon	Use	Effectiveness
<p>Bayonets</p> 	<p>Available to both sides throughout the war, trench warfare provided limited opportunities to use them.</p>	<p>In close combat, the bayonet was safer to use than a bullet that might move through the enemy's body to hit one of the shooter's fellow soldiers. Soldiers feared bayonet wounds so the bayonet did have psychological impact.</p>
<p>Flame throwers</p> 	<p>The Germans used flame throwers from 1914 against soldiers in front-line trenches. The British and French later used similar weapons.</p>	<p>Soldiers feared becoming victims of the flame thrower's burning fuel. It was effective as a short-range weapon, but the possibility of its cylinder exploding accidentally meant that it could also endanger its user.</p>
<p>Grenades</p> 	<p>All armies had grenadiers formed into bombing groups that let off grenades along enemy trenches in advance of occupying them.</p>	<p>For obvious reasons, grenadiers preferred grenades with timed fuses to percussion grenades that detonated when they hit something and so could explode prematurely. Initially unsafe and unreliable, by 1917 the British 'Mills bomb' grenade had become a popular and effective means of destroying enemy pillboxes.</p>
<p>Machine guns</p> 	<p>The Belgians and Germans used these in 1914. From 1915, the British produced Lewis guns capable of firing 500–600 rounds per minute, and became very skilful in their use.</p>	<p>With a firing power of eight bullets per second, machine guns could take casualties very quickly and so were a good defensive weapon against advancing enemy infantry. Their heavy weight (30–60 kg) made them difficult to transport. Early versions needed water to keep them cool and they often jammed.</p>
<p>Poison gas, including chlorine gas, mustard gas and diphosgene</p> 	<p>The French used tear gas grenades in August 1914; the Germans used chlorine gas in cylinders in 1915 at the second Battle of Ieper. All the Allied armies subsequently adopted poison gas weaponry.</p>	<p>Men feared blindness and the slow and painful death gas could cause. Although they failed to have a significant impact on battle outcomes, gas attacks lowered troop morale. They also initially had the problem that if the wind changed the gas might blow back to injure those who had fired. The development of gas shells to be used with artillery helped to overcome this problem. Gas attacks became less effective with the development of improved protective devices.</p>



#### SOURCE 4 continued...

Weapon	Use	Effectiveness
<p>Rifles</p> 	<p>The main weapon used by infantrymen and snipers of all armies throughout the war. The British preferred the Lee Enfield rifle; the French, the slow-loading Lebel rifle; and the Germans, the Mauser.</p>	<p>British rifle fire at the 1915 Battle of Mons was so fast (15 rounds per minute) that the Germans thought they were using machine guns. This level of skill and accuracy could not be maintained as armies became reliant on non-professional soldiers. The Lee Enfield rifle, with rapid fire of 12 shots per minute, was the most effective rifle.</p>

### 3a.5.5 1918: towards victory

Following Russian surrender in late 1917, Germany transferred more divisions to the Western Front. In anticipation of the arrival of US troops to fight on the Allied side, Germany launched a Spring Offensive in the Somme. After initial success, war-weary and poorly supplied German forces, facing sustained and well-coordinated Allied defence, failed to achieve a breakthrough.

#### 4 July: the Battle of Hamel

1918 provided opportunities for new Allied commanders to use tactics and strategies that would make the most effective use of new technology. The Battle of Hamel on 4 July 1918 was the forerunner of the model for Allied attacks for the duration of the war.

In 93 minutes the Anzacs, under the command of Lieutenant General John Monash, achieved their objective of capturing the town of Hamel. This was a key goal in facilitating the defence of Amiens and launching a counter-offensive against the Germans.

The success showed the benefits of Monash's meticulous planning: allowing time for his orders to be circulated and fully understood, camouflaging his intentions with skilful use of diversionary tactics, and starting the operation under cover of darkness. Most importantly, he successfully coordinated the infantry with every form of weaponry and technology available — artillery and machine gun barrages, wireless, tanks and aeroplanes, with the latter two used for the transport of heavy weaponry as well as in combat. The attack conserved the energy of his troops and minimised their vulnerability to the enemy having advance notice of their plans.

#### The 100 days

On 8 August 1918, British, Canadian and Australian soldiers launched a massive offensive resulting in what German General Erich Ludendorff called *der schwarze Tag* — 'the black day' of the German army. Over the next 100 days, Allied forces relentlessly attacked German forces and, by early October, had broken through the entire depth of the defence system the Germans called the Hindenburg Line. With its army in retreat and its soldiers' morale low, the German High Command asked the German government to obtain an **armistice**.

The armistice and ceasefire that ended the war came into effect at 11 am on 11 November 1918 — over four years after the war had started.



Deepen and check your understanding of the topic with the following resources and auto-marked questions:

- ◉ World War I
- ◉ Consequences of World War I



### 3a.5.6 Skill builder: Evaluating the reliability and resourcefulness of historical sources

Evaluating something means making a judgment about it. To judge whether a source is reliable means checking whether it:

- is complete or incomplete
- provides accurate or inaccurate information
- presents us with facts or opinions
- is biased for or against something
- was created to provide a particular impression or influence someone in a particular way
- was created by someone on whom you can rely to provide trustworthy information.

Most sources are useful for something, even if we judge them to be unreliable. A useful source is one that helps to explain something you are investigating. Frank Hurley's composite photographs provide a good example of this.

In a 1911 article in *Australian Photo-Review*, Frank Hurley (1885–1962) described his attitude towards photography:

'... [it is] not an exact representation of nature, and a picture is not a record of things in view ... Regard your camera as an artist does his brush. Think that you hold a piece of apparatus worthy of the same possibilities as the artist ... Your camera is but a piece of mechanical apparatus. You are its intellect.'

In 1917, as one of the AIF's official war photographers in France and Belgium, Hurley took great risks to record the nature and impact of trench warfare. Frustrated that any one photograph could not convey the entirety of an event, he began to merge several negatives and create composite photos. In his view, 'It is impossible to secure full effects of this bloody war without composite pictures. It's unfair to our soldiers'.

War correspondent and historian C.E.W. Bean (1879–1968) labelled these 'fakes'. Others were prepared to accept them as long as they had captions explaining that they were composites.

**SOURCE 5** Frank Hurley's 1917 composite photo depicting *An episode after the Battle of Zonnebeke* (near Passchendaele, Flanders), made from the layering of multiple negatives



AWM E05988B

1. What do you think was Frank Hurley's goal in **SOURCE 5**?
2. How would you judge composite photos like that shown in **SOURCE 5** — as 'fakes' or as a depiction of reality? Give reasons for your answer.
3. What can we learn from Frank Hurley's methods about the usefulness and reliability of photographs as historical sources?

## 3a.5 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. Where and in what ways did Australians serve during World War I?
2. Outline the goal and plan of the Somme offensive. List the reasons for its failure.

3. Why did the third battle of leper fail?
4. Write a paragraph explaining the role of Australian troops in battles on the Somme and around leper in 1916 and 1917.
5. What was the significance of the Battle of Hamel?
6. Outline the role of the German Spring Offensive and the Allied '100 Days' in bringing an end to the war in 1918.

### Develop source skills

7. Use **SOURCE 1** to describe the Western Front.
8. Read **SOURCE 2**. What is the author's attitude towards the Australians? Identify words and phrases that provide evidence of this.
9. What does **SOURCE 3** show of:
  - (a) the problems experienced by troops on the Belgian battlefields
  - (b) the impact of war on the landscape?

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Complete this digital doc: Worksheet 3a.5 Western Front: goals and features (doc-23138)

## 3a.6 Prisoners of war

### 3a.6.1 Pre-war regulations

Historians have more often researched the experiences of those who were prisoners of war (POWs) during World War II than those during World War I. World War II POWs were greater in number, had lower survival rates and suffered atrocities that were widely publicised. To date, what we know about the treatment and experiences of WWI prisoners of war is more general and less detailed than the information available to us about World War II POWs.

The treaty resulting from the 1907 international peace conference at The Hague (in the Netherlands) specifically set out rules for the treatment of POWs. These included expectations that:

- they would be 'humanely treated'
- their food, clothing and lodging would match the standard of that of the nation's own soldiers
- they would not be forced to do war work and would be compensated for work they did do
- governments would provide information about them and allow them to send letters home
- governments would provide prisoners with goods and services donated for their benefit
- governments would return them to their own countries as soon as possible after the war ended.

### 3a.6.2 Prisoner-of-war experiences

Men volunteering or enlisting to fight in World War I probably gave little thought to the fact that, like the dangers of being wounded or dying, being captured by the enemy was a reality of warfare. Equally, governments had not devoted time to thinking about how they would treat and accommodate such prisoners. They hastily created camps of tents or huts when they needed them. Conditions varied from camp to camp, according to the POW's rank and according to the attitudes of those in charge. Officers had their own camps, often in existing buildings, and were allowed orderlies to act as their servants.

During World War I, about eight million men became POWs through either capture or surrender. Of these, between 1915 and late 1918, more than 4000 Australians became POWs of the Turks or the Germans. Usually it was a whole unit, not individuals, that gave itself up. This created an immediate strain on the captors, who had to divert men to guard duty and provide resources to feed, clothe and house the captives. In some instances, soldiers from the opposing side shot men who had surrendered rather than send them to POW camps.

Governments did not follow international regulations for the treatment of POWs. POWs were enemies, whose needs, if considered at all, came after those of the nation's own soldiers and those of its civilians. Prisoners had to put up with overcrowded and unsanitary living conditions; food in short supply; the cruel behaviour of some guards; and forced labour — in farming, mining or armaments production — for long hours at a time, regardless of the prisoners' generally poor health. Despite this, survival rates were generally higher for POWs than for soldiers still at the front fighting.

### POWs of the Turks

The first Australian POWs were the 32 crew members of the AE2, a submarine that the Turks sank in the Sea of Marmara on 30 April 1915. Turkish troops also took Australians prisoner at Gallipoli, captured light horsemen in Sinai and in Palestine, and captured airmen from the AFC in Mesopotamia.

The Turks captured about 217 Australian troops, of whom more than twenty-five per cent died in captivity. Conditions in Turkish camps were very poor, with insufficient food and inadequate medical care. Guards forced prisoners, regardless of their medical condition, to undertake the 1100-kilometre march to the Taurus Mountains and then to work on the construction of a railway. It was an ongoing battle for the men to survive hot summers and bitterly cold winters while working long days and suffering from malnutrition and diseases such as typhus, malaria and meningitis.

### POWs of the Germans

Over the course of the war, Germany took 2.5 million prisoners. From mid 1916 onwards, more than 3800 of these were Australian troops on the Western Front. Eight per cent of these Australian prisoners died in captivity.

German POW camps had similar problems to those of the Turkish — unsanitary conditions, poor lodgings and inadequate food. POWs whom the Germans considered difficult and in need of special punishment were sent to Fort MacDonald, a prison known as the 'Black Hole of Lille', in northern France. They reported being on starvation rations, subject to beatings and forced to work in dangerous conditions building dugouts and loading shells near the German battle lines.

POWs held in camps within Germany experienced generally better conditions although, towards the end of the war, shortages of guards resulted in increasing use of violence to control the prisoners. By 1917–18, the success of the Allied naval blockade of German ports meant that Germany was struggling to feed its own population, let alone its POWs.

### The role of the Red Cross

Many former POWs later stated that they owed their survival to Red Cross food parcels. From July 1916, when Australians first became prisoners in Europe, the Australian Red Cross Society supplied nearly 400 000 food parcels and over 35 000 clothing parcels to Australian POWs.

The International Red Cross kept and updated lists of those who were imprisoned, so that there were records of soldiers' locations, medical status and treatment. Red Cross volunteers also visited camps to check on conditions.

**SOURCE 1** Australian and Belgian officers in the officers' barracks of the POW camp at Karlsruhe in Germany



AWM P01981.010

**SOURCE 2** Photograph c.1917 showing POWs unloading Red Cross parcels at the Schneidemuhl prisoner-of-war camp near Posen



AWM P01981.009



## Repatriation

When war ended, the repatriation (return to one's home country) of POWs was generally chaotic and without any clear planning. The Central Powers allowed their POWs to find their way home as quickly as possible. The Allies were much slower to do so — France continued to use POWs as forced labour until 1920 and Russia still had POWs in 1922.

### 3a.6 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

#### Check knowledge and understanding

1. Copy and complete the table below comparing the expectations of the 1907 Hague treaty on the treatment of POWs and the actual treatment of POWs during World War I. To what extent did governments abide by the Hague Convention during World War I? Support your viewpoint with evidence from your table.

Expectations of the 1907 Hague treaty	Treatment of POWs during WWI

2. Why do you think soldiers might have shot prisoners who had surrendered to them rather than send them to POW camps?

#### Develop source skills

3. Describe what **SOURCE 1** indicates about the living conditions of these officer POWs.

## 3a.7 The home front

### 3a.7.1 Australia and the war

Remoteness from fighting shielded Australia from many of the effects of warfare — the destruction of the landscape, the creation of refugees, the movement of armies and supplies, and the requisitioning of buildings and property. Australians' understanding of the day-to-day impact of war came from information about loved ones serving in the military, changed economic conditions, what they could learn from newspaper accounts of the war's progress and, significantly, from increased government controls on daily life.

#### *The War Precautions Act 1914*

On 29 October 1914, federal Parliament passed the *War Precautions Act 1914* (Cwlth). This greatly increased the powers of the Commonwealth government, enabling it to make laws:

- about anything related to Australia's war effort
- in areas outside its usual powers under the Constitution.

The government created laws and regulations that imposed strict censorship of information, increased its control of 'enemy aliens', limited hotel trading hours, prevented trade with enemy countries and began taxing incomes.

**SOURCE 1** Some examples of 81 possible wartime offences for which the government could prosecute someone under the *War Precautions Act 1914*

Selling badges without authority.  
Attempting to transmit letters from the Commonwealth otherwise than through the post.  
Selling goods issued by the Red Cross Society.  
Collecting for patriotic purposes without authority.  
Spreading reports likely to cause alarm.  
Publishing and printing matter which had not been previously submitted to the Censor.  
Failing to notify change of address (about 750 cases).  
Failing to report at new place of abode (about 250 cases).  
Trespassing on railways.  
Refusing to supply a foodstuff in the quantity demanded on tender of payment at fixed price.  
Wrongfully dyeing military overcoats.

Ernest Scott, *Official History of Australia in the War of 1914–1918*, 1936, pages 144–7.

Through the Department of Defence, the government produced **propaganda** posters reflecting its pro-war attitudes.

### A changing economy

In 1914 the Australian economy was based on the primary products obtained through farming and its natural resources. War disrupted international trade and ended Australia's trade with Germany and Austria–Hungary. This encouraged Australia to manufacture goods for itself that it could no longer easily obtain as imports. During the war years, employment in manufacturing increased by 11 per cent and by 1919, Australia was producing 400 items that had previously been available only as imports.

One company, Broken Hill Proprietary Company (BHP), had already purchased land in Newcastle, New South Wales, and had begun building a steelworks there. On 2 June 1915, BHP officially opened these works and by the end of the war was producing large quantities of the pig iron needed for steel production. This was part of a marked increase in BHP's metals production and a significant step towards Australia's development as an industrialised nation.

With the priority on producing supplies for the military, civilians had to cope with price rises for many domestic goods. Even with government price fixing and 8–12 per cent increases to average wages, people struggled to keep up with inflation and increased taxes. In 1916 and 1917, trade unions organised strikes for workers' rights, but the government acted to end these.

### 3a.7.2 Enemy aliens of German descent

The 1911 census identified nearly 36 000 people of German origin living in Australia. By 1914, out of a total population of about 4.5 million, the number was higher again. War made many Australians suspicious of those who did not share their British heritage. Government propaganda created fear, suspicion and a sense of being 'at war'. These in turn created anti-German feelings and actions that could overcome common sense, transcend pre-war friendships and deny civil rights and liberties to many within the Australian community.

For people far removed from the action of battlegrounds, being on the watch for spies and traitorous behaviour made the war 'real'. The watchful eyes of governments and civilians began to focus on:

- people of German origin
- those with German-sounding names or 'appearance'
- those who spoke German.

Anyone who was different from the Anglo-Australian view of what was 'normal' was at risk. Spy-mania and anti-Germanism became features of Australian life.

**SOURCE 2** An extract from German resident Otto Schafer's letter to his mother in Germany in September 1914

It's no joke for us Germans here in the enemy's country. The English treat us shabbily ... We Germans have to report to the police every week ... Many are out of work ... people imagine that the Germans in Australia are all spies.

R. Evans, *Loyalty and Disloyalty: Social Conflict on the Queensland Home Front, 1914–1918*, Queensland University Press, Brisbane 1987.

## Government controls

Following the outbreak of war, the Commonwealth government acted quickly to oversee and control the behaviour of 'German' Australians and German citizens living in Australia. German citizens had to register at their local police station, report there on a weekly basis and take an oath not to do anything against the British Empire.

The *War Precautions Act 1914* (Cwlth) gave the Department of Defence the power to act against what it saw as 'threats' to Australia's security. This Act and later Acts and Regulations addressed potentially threatening behaviour from all groups in society and placed a number of restrictions on those of German origin:

- They were forbidden to buy and sell property.
- As 'enemy aliens' they lost the right to enforce contracts with British Australians (the *Enemy Contracts Annulment Act 1915*).
- They were not allowed to speak German on the telephone, in schools or during religious services.
- They lost their right to vote (in 1917 prior to the second conscription referendum).
- They had to transfer any shares they owned to the government (the *War Precautions (Enemy Shareholders) Regulation 1916*).

The legislation did not require proof that someone was aiding the enemy.

## Anti-Germanism

As war continued, civilians demonstrated their patriotism through anti-German behaviour and attitudes. For example:

- Australians refused to buy German beer and protested against government use of products 'made in Germany'.
- Workers took strike action to force the dismissal of 'Germans' among them.
- Concert halls banned the music of German composers.
- State schools in New South Wales debated whether or not teachers should be allowed to continue teaching the German language.
- Popular opinion forced the resignation of South Australia's Australian-born Attorney-General, Hermann Homberg.

**SOURCE 3** A map of South Australia that the *Sydney Mirror* published on 17 June 1916



Civilians were quick to report any breaches of the regulations and sometimes used this to their own advantage. Some 'British' Australians, under the guise of patriotism, accused their competitors of hiding their German origins. The owner of a Melbourne cleaning and dyeing company reported that three of his business rivals were Germans trading under British names. A waiter sent the government a list of 'enemy aliens' working in Melbourne restaurants.

The *Trading with the Enemy Acts 1914–1916* banned trade with individuals or companies from enemy countries. The Defence Department interned 'German' Australians who directed or managed companies that competed with those run by 'British' Australians. Edmund Resch, of the Sydney beer brewing family, was one of the most famous of these internees, even though he had spent 50 years of his life in Australia. The government feared that, even if they were naturalised British subjects, these people might use their business opportunities to aid the German war effort.

### RETROFILE

Governments and businesses responded to public pressure and changed any names associated with Britain's enemies. This enthusiasm for renaming saw 'Frankfurters' become 'saveloys'; 'German' sausages relabelled 'Belgian'; and German Shepherds called 'Alsations'.

### Internees and internment camps

The Department of Defence classified 6890 men, women and children as 'enemy aliens' and sent them, for various periods of time, to **internment** camps. Internees had no right to trial, jury or information about the length of time they had to remain in the camp.

**SOURCE 4** An extract from *The Home Fires* by Anthony Splivalo, who had migrated to Australia from his village on the Dalmatian coast in 1911. He was eventually interned at Holsworthy in New South Wales.

Major Corbett rose from his desk and informed us that we would be going to the Rottnest Island camp ... His crisp, cold words were like an electric shock. I was stunned. Gaining some composure I walked to Major Corbett to verify whether I, too, was included in the group. 'Yes, everybody!' he replied sourly, ... I then asked permission to run home to say goodbye to my Australian family and to my brother, and at the same time to gather enough clothes for one change, at least. He snapped at me with an arrogance not easily forgotten: 'Nobody must leave the hall!' I was terribly frightened, and felt as if in the grip of some monster. What harm had I ever done to anybody? ...

Thus, just a few months after my seventeenth birthday, I became Western Australia's youngest prisoner of war ...

Around me soldiers, rifles, bayonets, cartridge belts and awful military officiality [sic]. Our guards marched like conquerors ... Men, women and children lined the streets to watch us pass. They stood silently, showing no enmity, looking puzzled as if unable to piece things together. I bitterly resented being exposed to public gaze like a criminal under armed guards ... I noticed that Mrs Hehir was wiping tears from her warm and friendly eyes. My heart was heavy too. The picture of this Australian mother weeping for her foreign ward on his way to a prisoner of war camp is deeply etched in my memory.

Anthony Splivalo, *The Home Fires*, Fremantle Arts Centre Press, Fremantle, 1982, pp. 57–8.

Most of the internees were of German or Austro-Hungarian background. Over two-thirds of them were Australian residents before World War I. They included people who had British citizenship, those who were second and third generation Australians and even those with family members serving in the AIF. The remainder (about 2400) were either Germans whom the British sent to Australia from British-controlled areas of South-East Asia or sailors who had been stranded here when war broke out.



**SOURCE 5** A photograph showing part of the internment camp at Holsworthy, New South Wales



AWM H17352

**SOURCE 6** A photograph of some of the living quarters for the Holsworthy internees



AWM H17378

Initially the government established camps in each of the six Australian states. In July 1915 it transferred all the internees to camps in New South Wales. The main internment camp was at Holsworthy, near Liverpool. The government also established:

- a camp at Berrima for sailors and officers
- a camp at Trial Bay for internees from South-East Asia and the Pacific
- a camp at Bourke for other German nationals and their families.

For many, the train journey to the new camps in New South Wales was a humiliating experience. Guards forced them to wear handcuffs and showed little respect for the internees' rights or property.

Internees responded to the boredom of camp life by organising their own entertainment, cultural events and sporting competitions:

- At Berrima, internees made model boats and organised an exhibition to display them.
- At Trial Bay, where many of the internees were artists, musicians and actors, they organised concerts, established a café and took up tennis, hockey and swimming to pass the time. The guards allowed some of them to sell their art and craft work to the local community.

**SOURCE 7** A photograph showing some of the German internees from the Berrima internment camp out boating in 1916



AWM H12132/39

## Joining the AIF

Many families of German descent encouraged their sons to prove their loyalty to Australia by volunteering for service in the AIF. About 18 000 did so. Some already had anglicised surnames; some changed their surnames to avoid problems in gaining acceptance to the AIF; others had German background on their mothers' side only and so this was not an issue. Some served at Gallipoli and many served on the Western Front.

## RETROFILE

The most famous person of German descent serving in the AIF was General John Monash (see subtopic 3a.5). Monash's parents had dropped the 'c' from their surname, Monasch, before John was born. Monash commanded the Australian troops in the final assault against the German forces from August 1918. On 12 August 1918, King George V knighted Monash on the battlefield. This was the first time in 200 years that a monarch had done this. Monash emerged from World War I as Australia's best-known and most highly respected war leader. Melbourne's Monash University is named after him.

## At war's end

Anti-German feeling continued into the 1920s:

- A German butcher was the victim of a 1500-strong crowd protest outside his shop during the armistice celebrations.
- In 1919, the Commonwealth Public Service recommended against the employment of people of German descent.
- The Commonwealth government implemented a policy of deporting so-called 'enemy aliens' and forced 6150 Germans and other 'enemy alien' nationals to leave Australia.
- The government continued to ban trade with Germany until the early 1920s and also refused to take migrants from Germany.

## 3a.7.3 The changing role of women

Australian women did not have military and economic equality with men. Australia did not need women to replace men in the paid workforce as desperately as did countries like Germany and Britain. While women in those countries took on 'men's work', Australian women's main wartime work was in volunteer work and in poorly paid traditionally 'female' roles. The Australian government refused women roles that many would have liked as members of auxiliary units attached to the armed forces. Some women worked in non-fighting roles providing medical services near the war front.

## Voluntary work

Lady Helen Munro-Ferguson, wife of the Governor-General, helped form the Australian Branch of the British Red Cross Society. She became its first president.

The organisation's patriotic focus and links with the social elite attracted many middle-class women, and significant donations from groups such as the Australian Jockey Club. Women attended working bees where, over the period of the war, they produced thousands of items of clothing for the soldiers abroad. The Red Cross also sent food parcels to Australian prisoners of war and provided assistance to families by establishing a Wounded and Missing Inquiry Bureau.

The Australian Comforts Fund (ACF) was the other key organisation for volunteer work. Women officially established it in 1916 by joining together similar organisations from each state. The ACF provided 'comfort boxes', which contained the 'luxury' food, clothing or other items that went beyond the basics supplied by the AIF. These included such things as:

- cakes and puddings
- biscuits, condensed milk and sugar
- cigarettes, tobacco and matches
- chewing gum
- handkerchiefs
- writing materials

- newspapers
- extra clothing
- messages of support.

In keeping with its motto, 'Keep the Fit man Fit' the ACF helped prevent trench foot by ensuring that soldiers, who had no washing facilities in the trenches, had an adequate supply of dry socks. Every few weeks, organisers sent 10 000 pairs of hand-knitted socks to the men overseas — each pair representing about ten hours of labour. By late 1918, Australian women had knitted 1 354 328 pairs of socks for the ACF.

Other important voluntary organisations were Sydney's Soldiers' Sock Fund, which sent 21 000 pairs of socks overseas each year and Adelaide's Cheer-Up society, which helped organise food, concerts and gifts for soldiers.

Women's voluntary work also supported the shipping costs of these organisations. They raised funds by making and selling cakes, running button days, fetes and street stalls, and by organising and participating in door-knock appeals. Voluntary work enabled some middle-class women to develop skills in fundraising, organisation, management, and collection and distribution that they might not have gained otherwise.

**SOURCE 8** Photograph showing the contents of a tin that the Australian Comforts Fund sent to Private Sidney Thomas Elliott of the 21st Battalion for Christmas 1915. During the war, women sent two million Christmas comfort boxes to soldiers overseas.



AWM REL/00446

**SOURCE 9** A photograph showing women in Sydney preparing parcels to send to the soldiers of the 30th Battalion



AWM A03343

**SOURCE 10** A photograph showing soldiers of the Australian 13th Battalion lining up to receive comfort boxes at Ribemont in France



AWM E00401

## The AWSC

In late 1916, hundreds of women joined the newly-formed Australian Women's Service Corps (AWSC). They wanted to prepare for a more active war role — performing non-combatant tasks at the battle front as ambulance drivers, cooks or hospital orderlies. They wanted work that would release the 'able-bodied men



who are now performing these duties' for active military service. The AWSC also conducted basic military training for its members. The Defence Department refused to take these women seriously.

### The paid workforce

Women's participation in the paid workforce rose from 24 per cent in 1914 to 37 per cent in 1918.

Women found their war work largely restricted to traditionally 'female' areas of work in the food, clothing, footwear, printing and textile industries. They also continued to work as shop assistants, in office work, in teaching and as nurses.

**SOURCE 11** A 1918 photo showing women sewing uniforms at the Commonwealth Clothing Factory, Southbank, Melbourne. The factory was well ventilated and well lit and this, along with the latest machinery, made it a 'model' for modern production methods.



AWM DAX2294

Whenever women replaced men in the workplace, it was only as part of a 'reserve' labour force. This meant that people believed women had a short-term place in the workforce rather than a long-term right to a position there. Some women took temporary jobs in the police force, in farming, in factories and in small businesses. Clerical work was popular, with about 10 000 women undertaking this form of employment during the war. Unions feared that if women did 'men's work' at female pay rates, they would threaten men's jobs or force men to accept lower wages. Society expected that when the war ended, soldiers would return to their homes, their families and 'their' jobs.

Women's pre-war wages were usually about half of what men were paid for doing the same work. This was decided in the 1907 Harvester Case, in which Justice Higgins established the principle of a basic wage that would enable a man to support a wife and three children (see subtopic 2a.8). Women's wages were to be a percentage of this amount. In the Rural Workers' Case in 1912, Justice Higgins refused women the right to equal pay for equal work because they 'did not have to feed a family'.



**SOURCE 12** Cartoon titled 'That Promise' from *The Worker* 10 February 1916



### THAT PROMISE

*'Melbourne women have been invited to enter the hitherto exclusive Chamber of Finance as bank clerks.'*

— News item

*'Many returned soldiers complain that the promise of employers to keep their jobs open has been broken.'*

— News item

BANKER (to returned soldier): 'Yes, yes; possibly I DID say something about keeping your position vacant, but it has lately been capably filled by a charming young woman (to whom wages are no object); and I feel sure that you, as a soldier, will not be so unchivalrous as to ask me to discharge her to reinstate YOU!'

He assumed that all 'breadwinners' were men and that all females would have a man to support them. World War I showed the reality to be different, with some men enlisting to escape unwelcome family responsibilities. The government responded by ensuring soldiers allocated part of their pay to wives and children at home.

## Women's recruitment role

Australia needed to attract volunteers to serve in an army outside Australia as the law restricted the regular army to service on Australian soil. The government expected women to show their patriotism by putting pressure on men to enlist. It created posters depicting women as potentially helpless and passive victims of unrestricted German aggression, and enlistment as the only means of protecting them. In the conscription campaigns of 1916 and 1917, women launched appeals for both the 'yes' and the 'no' vote.

## Grief and worry

Women on the home front were part of a community for whom sad news was an ever-present threat. Many had a husband, brother, son or friend serving overseas. In a world without television or the internet, most had no mental image of the places where their loved ones battled, the conditions they endured or the cemeteries where they were buried.

Some women could balance the news of a loved one's death with the thought that it had been for 'a noble cause'. At the same time, they had to re-make their lives with the knowledge that someone they cared for would not return. This was a personal and individual hardship that the nation could not share.

**SOURCE 13** An extract from Jacqueline Manuel's article 'We are the women who mourn our dead' in *Journal of the Australian War Memorial*, Issue 29, November 1996

Although it was never spoken of, my grandmother had told me that my old great aunty's husband had died soon after they had married. He had gone to the Great War of 1914–1918 and did not return. They had no children. She had never remarried. She lived in the same house, alone, for more than 60 years.

As war continued and numbers of casualties on the Western Front multiplied, some women became more cynical and more questioning when faced with government and community expectations that they continue to express patriotic enthusiasm for war.

### 3a.7.4 Skill builder: Understanding propaganda

Propaganda is information, ideas or argument used to further a cause or damage an opponent's cause. Its purpose is to influence the audience to adopt a certain attitude or take a certain action.

Propaganda expresses information that supports a particular point of view — often a political idea — and does this in a way that will encourage an emotional response, rather than an objective or intellectual response.

In World War I, the Australian government used propaganda to gain and maintain support for the war and to encourage enlistment. Groups from both sides of the conscription debate (see subtopic 3a.8) used propaganda posters to influence people's vote.

Posters were a common means of spreading propaganda. Techniques included:

- portraying the enemy as barbaric, non-human and incapable of justice or compassion, often through the use of stereotyping to make everything about the enemy unacceptable
- giving people a direct order, such as 'Join Up today!', so that people felt that someone in authority was telling them what to do
- appealing to feelings of nationalism and patriotism
- suggesting negative/unacceptable ideas in which opponents supposedly believed
- simplifying an idea to make it attractive or acceptable
- projecting a positive image and suggesting that the target audience can acquire this image by following the order the poster provides
- choosing words and phrases that convey positive concepts, such as 'support'.

**SOURCE 14** H.M. Burton's 1915 recruitment poster 'A Call from the Dardanelles'



AWM ARTV05167

1. To whom is the soldier calling?
2. What is his message? Which words describe the action he wants his audience to take?
3. What emotions does the poster appeal to and how does the artist achieve this?
4. What aspects of the poster emphasise links with Australia?
5. Draw a mind map to summarise the propaganda techniques the artist used in this poster.

## 3a.7 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.


### Check knowledge and understanding

1. Create five topic sentences to summarise the war's impact on the Australian home front.
2. List three ways Australians expressed anti-German feelings during World War I. Explain how these were a denial of people's rights.
3. Explain why Australians engaged in anti-German behaviour and attitudes during World War I.
4. What does the example of General Monash indicate about the 'need' for anti-Germanism during World War I?
5. Create a mind map to summarise Australian women's role in World War I.
6. How did Australian women's war work differ from the work of women in Germany and Britain, and what was the reason for this?
7. What were the advantages and disadvantages of women's wartime roles?

## Develop source skills

8. Describe the perspective of the writer in **SOURCE 2**.
9. Identify the perspective of the creator of **SOURCE 3**.
10. Read **SOURCE 4** and answer the following questions.
  - (a) Identify the event the writer of the source is describing.
  - (b) What motives, values and attitudes explain Major Corbett's behaviour?
  - (c) Identify examples of emotive language the writer used to describe his experience.
  - (d) Contrast your answer to part c with the language he used to describe Major Corbett's attitudes and responses.
11. Describe what **SOURCES 5, 6 and 7** show about living conditions for internees.
12. What circumstances might have led to each of the photographs in **SOURCES 5, 6 and 7** being taken? Who might have been the intended audiences for each of these photos?
13. Use your own knowledge to comment on the usefulness and reliability of **SOURCES 5–7** for someone researching the experiences of Germans in Australia during World War I.
14. How might someone today judge the suitability of the contents of the comfort box shown in **SOURCE 8**?
15. How are **SOURCES 9 and 10** useful for our understanding of women's volunteer work during World War I?
16. Study **SOURCE 12** and answer the following questions.
  - (a) Identify the message in the source.
  - (b) Whose perspective does it represent?
  - (c) What could unionists have campaigned for in order to make men's jobs more secure?
17. Identify the writer's purpose in **SOURCE 13**.

## learnon ONLINE ONLY

 Complete this digital doc: Worksheet 3a.7 The home front (doc-23139)

# 3a.8 Conscription: Australia divided

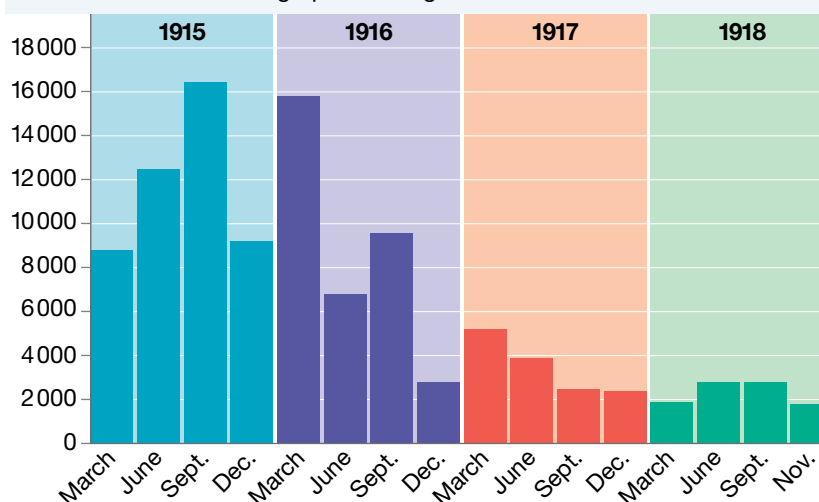
## 3a.8.1 Finding fighting men

In late 1916, the AIF was the only force made up entirely of volunteers. The war showed no signs of ending. Australians' enthusiastic responses to recruitment had decreased as they learned more about battlefield conditions and the high rates of Australian casualties in France. In June 1916, voluntary enlistment in the AIF was less than half what it had been in March. The Australian Prime Minister, William ('Billy') Morris Hughes, announced his intention to introduce conscription to ensure that the AIF would be able to maintain Australia's fighting capacity.

To introduce this, Hughes needed Parliament's approval. This was virtually impossible to achieve as Hughes' own party, the Labor Party, was against conscription and so was most of the Senate. Only a year earlier, Hughes himself had declared: 'In no circumstances would I agree to send men out of this country to fight against their will.'

The *Defence Act 1903* (Cwlth), gave the Australian government the power to conscript men for military service inside Australia but not for service overseas.

**SOURCE 1** A column graph showing enlistment in the AIF 1915–18



Hughes sought the power to conscript men for military service outside Australia. Hughes's tactic was to pressure Parliament (and his party) to agree to conscription by gaining public approval for the idea in a national **referendum**. Hughes hoped to gain sufficient 'yes' votes to pressure the Labor-dominated Parliament to change its mind.

In a referendum people are asked to vote directly on an issue. In Australia today the word referendum refers specifically to a vote to change the Australian Constitution. The 1916 and 1917 votes were technically plebiscites or opinion polls. Australia has had three national plebiscites: the two conscription plebiscites and a 1977 plebiscite to choose the Australian National Anthem.

In 1916 and 1917, Billy Hughes fought hard to convince Australians to vote 'yes' in the conscription referendums he introduced. He announced the first referendum with the words, 'I am going to work for this referendum and its success as if it were the only thing for which I live'. His determination provoked a debate that bitterly divided the nation and forced Australians to consider where their primary loyalty lay. It also created a confrontation between Hughes and his own party as opposition to conscription was part of the Labor Party platform.

On 28 October 1916, Australian voters responded to the question:

Are you in favour of the government having in this grave emergency the same compulsory powers over citizens in regard to requiring their military service, for the term of this war, outside the Commonwealth, as it now has in regard to military service within the Commonwealth?

For the 'yes' vote to succeed, it needed both a majority of people and a majority of states voting for it. The result was very close, with 1 087 557 'yes' votes and 1 160 033 'no' votes. Three states voted 'yes' and three 'no'. Following the failure of his campaign:

- the Labor Party passed a vote of no confidence in Hughes as its leader
- Hughes and 24 of his supporters left the Labor Party and joined with the opposition Liberal Party to form the Nationalist Party
- Hughes and the Nationalists had a resounding victory at the May 1917 federal election and Hughes decided to try a second referendum on conscription.

Australians voted on a second conscription referendum on Thursday 20 December 1917. The question this time was:

Are you in favour of the proposal of the Commonwealth Government for reinforcing the Australian Imperial Force overseas?

Once again the vote was close with the 'no' vote of 1 181 747 winning by a slim majority over the 'yes' vote of 1 015 159. This time, four of the six states voted 'no'. The AIF continued its participation as an entirely voluntary force for the remaining 11 months of war.

### 3a.8.2 Divided loyalties

The conscription debates of 1916–17 reflected the division of loyalties that had emerged in Australia since the late nineteenth century, and especially since Federation in 1901. On the one hand, Australians felt a loyalty to their own young nation and a desire to shape its destiny. At the same time, most still felt the 'crimson thread of kinship' — the strong links to Britain that could be seen in the desire to re-create British culture in a land on the other side of the world.

The conscription issue showed war to be dividing people within Australian society. It also highlighted other divisions within Australia about religion, class and the inequality of sacrifice that many people felt Australian soldiers were being asked to bear.



## RETROFILE

When war broke out, Les Darcy (1895–1917) was already a professional boxer and a sporting hero. He won 46 of his 50 professional bouts; many people think he was one of the greatest boxers Australia has ever produced. Between January 1915 and September 1916, Darcy had 22 consecutive wins. He held the Australian middleweight and heavyweight titles. His winnings helped relieve the financial hardships endured by his family in Maitland.

Darcy was under 21 and his mother refused to sign the enlistment papers for him. The government, keen to see him enlist (as an example to other young men), denied him the passport he needed to accept fights in the United States, where he was also well known.

The 1916 referendum campaign, with slogans like, 'The War cannot be won on points. It must be a knock-out', added to the pressure on him. The day before the referendum, in defiance of the *War Precautions Act*, Darcy stowed away on a ship to New York, where he intended to contest the world middleweight title.

The controversy about the manner in which Darcy left Australia lost him many boxing opportunities in the United States and saw him branded a 'coward'. He enlisted in the US Air Corps. Not long after, two of his teeth, which had been stapled back into his gums after a fight in Sydney, became infected. The infection spread to his bloodstream. He developed pneumonia and died in hospital on 24 May 1917.

Back in Sydney, all was forgiven and over 250 000 people lined the streets to pay tribute to him on his journey to Central Station for the train journey back to Maitland, where he is buried.

## The pro-conscription campaign

The campaign by Hughes for a 'yes' vote was organised through the nationwide branches of the Reinforcements Referendum Council and endorsed by major newspapers and journals including *The Bulletin*. Hughes embarked on a national speaking tour that was supported by the Council's propaganda posters and leaflets. In 1916, his arguments focused on the themes of maintaining the AIF at full strength and maintaining national honour by not deserting Britain in its hour of need.

**SOURCE 2** A photograph of Billy Hughes (with arms raised) during the 1916 conscription campaign



AWM A03376

The campaign for compulsory military service had begun with the formation of the Universal Service League (USL) in 1915. This group represented mainly Australian conservatives of the middle and upper classes. Its membership included:

- prominent academics from Sydney and Melbourne universities
- Protestant church leaders and businessmen
- former Prime Minister Alfred Deakin.

This group and the Women's National League, the Women's Christian Temperance Union and the National Council of Women were the main supporters of conscription.

People supported conscription for a variety of reasons:

- Many people viewed conscription as an extension of their loyalty to Britain.
- Protestant church leaders saw it as an essential response in a campaign against the evil 'Hun'.
- Women often saw conscription as a means of supporting those men who were already fighting.
- Others argued that conscription would ensure that the burden of service was more fairly shared than under a voluntary system.
- Some people argued that conscription could be used to advantage to exclude men with wives and children, men whose skills were essential to the workplace, and males under 19 years of age because they were too young.

The 1917 campaign for a 'yes' vote took up an additional theme, branding those men who had not enlisted as 'shameful'.

**SOURCE 3** A photo showing one of the badges worn by people encouraging a 'yes' vote



**SOURCE 4** An extract from Hughes's speech at the Sydney Town Hall in September 1916

'To every man and woman in Australia', Mr Hughes concluded, 'the appeal of our soldiers fighting on the battlefield ... reaches straight to our heart. These ... brave volunteers who went through the glories and agonies of Gallipoli and are now gaining fresh laurels in the gigantic battle on the soil of France, repose full trust in us. Shall we fail them now? (Cries of 'No'). Shall we condemn them to death — ('no, no') — for they go to their death unless we send support ... Are their sacrifices and those of our glorious dead to be made in vain? ('No'). Are their deaths to be unavenged? No, I say, a thousand times no!

'... Who among us will support a base abandonment of our fellow citizens who are fighting for us to the death with deathless heroism? Tens of thousands of our kinsmen in Britain have died that we might live free and unmolested (Cheers). Is there one man who will say that we ought not to pay the debt that we owe to Britain with our lives if need be, for shielding our country with the bodies of her glorious soldiers and sailors from the scorching blast of war? (Cheers). In this great hour, when our country and all we hold dear are in deadly peril, who among us will not rise greatly and ... prove himself by his deeds worthy of these great sacrifices, and prove himself worthy of the great privileges of citizenship in a free democracy?'

*Sydney Morning Herald, 19 September 1916.*

**THE ANTI'S CREED**

I believe the men at the Front should be sacrificed.  
 I believe we should turn dog on them.  
 I believe that our women should betray the men who are fighting for them.  
 I believe in the sanctity of my own life.  
 I believe in taking all the benefit and none of the risks.  
 I believe it was right to sink the *Lusitania*.  
 I believe in murder on the high seas.  
 I believe in the I.W.W.  
 I believe in Sinn Féin.  
 I believe that Britain should be crushed and humiliated.  
 I believe in the massacre of Belgian priests.  
 I believe in the murder of women, and baby-killing.  
 I believe that Nurse Cavell got her deserts.  
 I believe that treachery is a virtue.  
 I believe that disloyalty is true citizenship.  
 I believe that desertion is ennobling.  
 I believe in Considine, Fihelly, Ryan, Blackburn, Brookfield, Mannix, and all their works.  
 I believe in egg power rather than man power.  
 I believe in holding up transports and hospital ships.  
 I believe in general strikes.  
 I believe in burning Australian haystacks.  
 I believe in mine-laying in Australian waters.  
 I believe in handing Australia over to Germany.  
 I believe I'm worm enough to vote No.

*Those who DON'T Believe in the above Creed*  
**will VOTE YES**

Authorized by the Hindostan Referendum Council. CLARENCE McKAY, Publicity Secretary,  
 318 Collins Street, Melbourne.  
 No. 37. D. W. PATTERSON & CO. PRS. LTD., Printers, 493 Collins Street, Melbourne.

**Industrial Workers of the World, an organisation dedicated to encouraging the bonds between workers regardless of their nationality**

**A passenger ship that sank after being torpedoed by a German submarine in 1915**

**British nurse working in Belgium who helped British soldiers to escape capture by the Germans. As she awaited execution in 1915, she famously said 'Patriotism is not enough'.**

**An Irish political party fighting for independence from British rule**

**The organisation that created the source**

AWM RC00317

## The anti-conscription campaign

A number of anti-conscription organisations already existed before 1916. These were often linked to a general anti-war movement and included:

- the Industrial Workers of the World (IWW), an international socialist group
- the Society of Friends (Quakers)
- the Women's Peace Army.

Groups that focused more specifically on anti-conscription goals included:

- the Australian Peace Alliance
- the No Conscription Fellowship.

Trade unions also campaigned against conscription. They feared that their members might be replaced by cheap foreign or female labour and that the introduction of conscription would provide opportunities for employers to abandon hard-won worker rights. During the 1916 referendum campaign, members of the Australian Railways Union took advantage of their jobs to organise the distribution of thousands of copies of an anti-conscription manifesto that Senator Pearce, the Minister for Defence, had banned.



**SOURCE 6** A photo showing one of the badges worn by people encouraging a 'no' vote



**SOURCE 7** An anti-conscription poster sponsored by the Labor Party



A variety of attitudes motivated anti-conscriptionists:

- Some anti-conscriptionists argued that conscription was wrong because war itself was immoral.
- Others argued that it was unjust to force someone to go to war.
- Some were motivated primarily by self-interest.

Opposition to conscription came mainly from within the Labor Party and its trade union and Catholic supporters. These groups feared that:

- the working classes would bear the burden of conscription.
- the working classes would be over-burdened in any case if the main asset of the more privileged classes — their wealth — was not also conscripted.

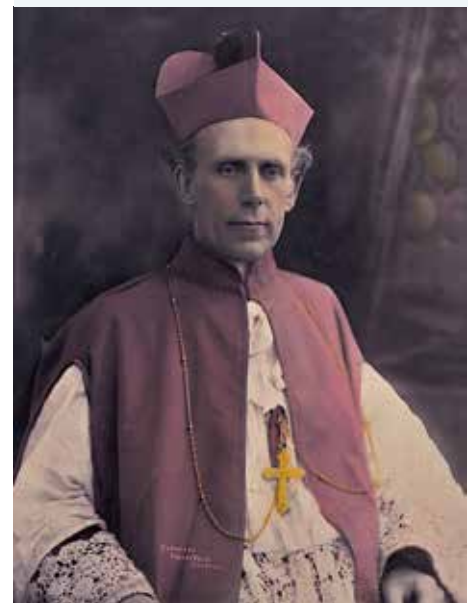
Labor Party supporters often viewed the pro-conscription lobby as war profiteers who, in their selfishness, would happily condemn others to die while they stayed home and made money.

### Archbishop Mannix

Dr Daniel Mannix, the Catholic Archbishop of Melbourne, was one of the most outspoken and controversial critics of conscription. Having been born and educated in Ireland, Mannix was reluctant to support any British cause. This was particularly the case following the British government's harsh treatment of the 1916 Irish rebels and the execution of their leaders. To Mannix and his followers, this event served only to prove that the British could behave just as barbarically as the 'Huns' (who in 1914 had been falsely portrayed as having ruthlessly bayoneted Belgian babies). Mannix argued that Australia had already given enough and that the war was being prolonged for economic advantages.

Farmers were also on the anti-conscription side. They feared that a compulsory call-up of all men in the 18–40 age group would deprive them of workers.

**SOURCE 8** A photograph of Dr Daniel Mannix, the Catholic Archbishop of Melbourne





**SOURCE 9** An extract from a speech given by Dr Daniel Mannix

We are told that the rich are giving their money, and that the poor should, therefore, cheerfully give or risk their lives ...

I say that this cheap talk about equal sacrifice is galling, absurd and ridiculous. (Applause). The wealthy classes would be very glad to send the last man, but they have no notion of giving the last shilling, nor even the first. (Loud applause.) I warn you not to be under the delusion that the capitalists will, in the end, pay for the war. You know that these people have a remarkable facility for passing these obligations on. (Laughter) ... While there was every justification for England's coming into the war to protect Belgium and France, and to protect herself, there was — and is — no justification for that country to go into the war or to remain at war for the purpose of securing the economic domination of the world. (Applause.) When we can say we have vindicated the rights of the small nations, and secured ourselves from aggression, we should think of making peace ...

... it is a great exaggeration for Mr Hughes to state that 7000 men are required to be sent to the front monthly from Australia. At the very outside, the military authorities should not need more than 5000, and I am inclined to believe that perhaps 4000 would be enough.

*Advocate*, 8 December 1917.

### 3a.8.3 Skill builder: Interpreting political cartoons

Political cartoons are cartoons that comment on current political issues, personalities, ideas and events by providing an analysis of them in picture form. They present people in the form of caricatures, emphasising and/or exaggerating certain personal characteristics, providing them with particular physical or mental attributes or placing them in certain roles. Political cartoons often contain symbols that have a deeper meaning than what is there on the surface. They often also include irony by means of words or images that are stating the opposite of their true meaning.

The political cartoonist wants to deliver a message in a humorous and memorable way and seek to educate and make people think more carefully about a particular issue. To analyse a political cartoon, you need to identify:

- its target — who or what is the cartoonist making fun of
- how the cartoonist is using caricature and/or symbols to convey a message
- what message the cartoonist wants to pass on to you.

To understand and interpret the political cartoon in **SOURCE 10**, you need to:

- identify the context in which the cartoonist created it, i.e. the 1916–17 conscription debates
- recognise how the cartoonist uses words and images to convey his message. Here the word 'case' in the phrase *the 'case' for Labor* has a double meaning, which the cartoonist reinforces by showing a particular kind of case.
- look at how the cartoonist depicts the key figure, Prime Minister Hughes, as an undertaker or cabinet maker for an undertaker. Would you describe him as threatening, determined, purposeful, lost, single-minded ...?
- identify whose ideas the cartoonist is giving voice to and what values and attitudes these express.

1. Identify the issue the cartoon is addressing.
2. Describe the perspective the cartoon is depicting.
3. Describe what the cartoonist suggests will be the effect of this issue on the Labor Party and identify techniques he uses to achieve this.

**SOURCE 10** Claude Marquet's cartoon from the *Australian Worker*, 5 October 1916, depicting Hughes building the 'case' for Labor



## 3a.8 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. Distinguish the main difference between recruitment for the AIF and recruitment for other nations' armies by 1916.
2. Construct a timeline to show the main events relevant to the conscription issue in the period 1915–17.
3. In what ways did the conscription issue create problems within Australian society?
  - (a) Clarify the actual request being made to the voting public in each of the conscription referendums.
  - (b) Identify the words/phrases that might have encouraged people to vote 'yes'.
  - (c) What question was not put directly to the voting public? What do you think were the reasons for this?
  - (d) Try rewording the questions to encourage a 'no' vote.
4. Construct a table that lists the groups opposed to conscription and the reasons for their opposition.
5. Explain why some people would have considered it inappropriate to have Daniel Mannix giving his views on conscription.

### Research and communicate

6. Write a speech either for or against conscription. Your speech should:
  - (a) show an understanding of the attitudes and concerns of Australians in the years 1916–17
  - (b) include as much factual information as possible
  - (c) inspire your audience to support you.For more ideas, use books and the internet to investigate speeches, pamphlets and posters of the time. Present your speech to the class.

### Develop source skills

7. Use **SOURCE 1** and your own knowledge to identify and describe the general trends regarding enlistment over the period 1915–18.
8. Describe the image of Billy Hughes suggested by **SOURCE 2**.
9. What justification does **SOURCE 3** provide for supporting a 'yes' vote? Why do you think the creator has chosen these particular colours for the badge?
10. Identify the arguments for conscription that Hughes emphasises in **SOURCE 4**.
11. Write 5–8 lines to explain the image of the anti-conscriptionist that is created in **SOURCE 5**. What propaganda techniques does it use? (See the *Skill builder* feature in subtopic 3a.7.)
12. What does **SOURCE 6** reveal about the perspective of its creator?
13. What argument does **SOURCE 7** give for opposing conscription?
14. What does **SOURCE 7** reveal about the role of women in the conscription campaigns?
15. Outline the reasons for opposing conscription that Archbishop Mannix puts forward in **SOURCE 9**.

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Complete this digital doc: Worksheet 3a.8 The conscription debate (doc-23140)

## 3a.9 War's impact on soldiers and civilians

### 3a.9.1 The end of the war

The armistice and ceasefire that brought an end to the 'war to end all wars' came into effect at 11 am on 11 November 1918 — the eleventh hour of the eleventh day of the eleventh month. People celebrated the war's end and mourned its high cost. Australians had a high death toll among the countries that fought in World War I, and it would have been hard to find an Australian family not affected by over four years of fighting. Within a population of nearly 4.5 million:

- 416 809 Australians volunteered for military service
- 324 000 of these served overseas
- 155 000 were wounded
- 61 720 Australians died either at sea, in the air or more commonly, on foreign soil — 45 000 in France and Belgium and over 8000 on the Gallipoli Peninsula in Turkey.

World War I resulted in a huge movement of peoples — many displaced by the invasion of their land; others travelling to the battlefields; and survivors returning home when the war ended. In the period from January 1918 to December 1920, this movement of peoples facilitated the spread of the virus known as Spanish influenza. Spanish flu infected 500 million people worldwide and killed as many as ten per cent of those who contracted it — more than the number that had died in the war. It reached Australia in 1919, brought by returning soldiers and by migrants. Australia's isolation gave it some protection, as did the government's implementation of quarantine measures that helped prevent the spread of infection.

Ultimately, Spanish flu killed more than 11 500 Australians and, as in other countries, it was the young and healthy who were most likely to die of the virus.

People might have imagined that peace would bring a return to the old pre-war way of life. This was neither easy nor realistic. Australian civilians and returned soldiers had to make their way in a nation that war had changed considerably and forever.

### 3a.9.2 The impact on returned soldiers

The government's talk of Australia being 'a land fit for heroes' was difficult to achieve. Getting soldiers home was a slow process due to the poor availability of shipping. It was not until mid 1920 that the last shipload of soldiers arrived back in Australia.

The returned soldier was a hero and one who could also be angry about the society to which he had returned. Many soldiers found it hard to adjust to everyday life and resented Australia's inability to adequately provide for their employment, housing and training needs. More than half of the Australians who survived the war suffered from wounds or illness.

Alcoholism and domestic violence were additional aspects of the returned soldier's difficulty in resuming 'ordinary' life among people who could not imagine the horrors they had seen and been part of. Many soldiers suffered permanent psychological trauma; of the thousands hospitalised on their return, many were never able to resume a normal life.

**SOURCE 1** A photograph of a Sydney street scene after the announcement of the armistice in November 1918



AWM H11563

**SOURCE 2** 'The Aussies' departure and return', from the *Brisbane Worker*, 1918



## Government initiatives

### The RSSILA

The government encouraged war veterans to join the Returned Soldiers and Sailors Imperial League of Australia (RSSILA), which later became the RSL. This organisation protected the interests of ex-servicemen and also encouraged them to be politically conservative and maintain traditional loyalties to Britain. The RSSILA tried to control attitudes and especially to prevent soldiers from supporting the demands of some more radical trade unionists demanding better employment, wages and working conditions for ex-soldiers. This made many ex-soldiers initially reluctant to join, and by 1924 only nine per cent of those eligible to join had actually done so. These clubs initially denied membership and entry to Indigenous ex-servicemen.

## Repatriation assistance

The Commonwealth Government Repatriation Department provided:

- employment advice and job training for ex-soldiers
- pensions for the disabled, for those unable to earn a livelihood and for the widows and children of the war dead
- free medical and hospital care for war veterans and accommodation for those who were permanently incapacitated
- artificial limbs for those who suffered amputations.

## Soldier Settler schemes

As a means of providing land and employment for ex-soldiers, Commonwealth and state governments introduced Soldier Settler schemes, whereby the federal government provided the land and the state governments allocated it to the people whose applications they approved. Records indicate that only one Aboriginal ex-soldier ever received land under these schemes, which often also took land away from Aborigines who had previously been using it.

Soldier Settler schemes were generally unsuccessful because those who participated lacked experience of farming and country life, and could not withstand either the severe drought of 1918–20 or the declining prices for farm produce.

## 3a.9.3 The impact on civilians

Civilians had to contribute to the economic burden that war created. The Commonwealth government introduced income tax in 1915. Income tax had to finance Australia's war debts, the funding of programs needed to support returned soldiers, and the development of the infrastructure — access to electricity, hospitals, medical care, railways, roads, schools and water — that war had shown to be essential for a modern nation in the twentieth century. In the twenty years following the war, Australia's war pension bills totalled close to £148 million and medical care for ex-soldiers cost nearly £8.6 million.

War revived and added to social strains within Australia. The divorce rate increased from 619 divorces in 1914 to 1046 in 1920. The bitterness of the conscription campaigns showed that shared wartime hardships had not unified the nation. Catholics and Protestants continued to be suspicious of one another. While many Catholics became increasingly cynical towards Britain, many Protestants became more loyal to the 'mother country'. Religious divisions continued in the workplace, where working-class Catholics fought to overcome economic hardships, while middle-class Protestants feared demands for change.

The most obvious division was between those who had served in the war and those who had not. The wartime experiences of the two groups had been vastly different and this was a division that could not easily be overcome.



## 3a.9 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. List the main features of the war's impact on Australia in general.
2. What difficulties did soldiers experience in their attempts to adjust to life back in Australia?
3. What initiatives did the government take to assist ex-servicemen, and what problems arose from these?
4. What aspects of Australian life undermined the possibility that war could be something that unified Australians?

### Develop source skills

5. What does the **SOURCE 2** cartoonist see as the difference between soldiers' embarkation for war and their return? Support your answer with reference to the cartoon.

# 3a.10 Commemorating World War I

## 3a.10.1 Lest we forget

World War I ended in November 1918. In the years since, Australians have established traditions and practices that recall the sacrifices of Australians who served and died in the war. For families too far away to attend a funeral service or see the burial plot, these traditions and practices provide some comfort. It has also helped people of later generations to understand the experiences of those who fought.

### 25 April: Anzac Day

Australians first commemorated the Gallipoli campaign on 25 April 1916. In 1923, people began the dawn services that are now an Anzac Day tradition. Another feature of Anzac Day is the Anzac Day March when men and women who have served in wars march through the streets of towns and cities lined with well-wishers wanting to pay their respects. Many then move on to reunions, where men traditionally play **two-up**.

### 11 November: Remembrance Day

In Australia and in other Allied nations, 11 November became known as Armistice Day, a day to remember those who had died in World War I. After further high losses in World War II, the Australian government changed the name of the day to Remembrance Day to commemorate the dead from both world wars. This day now commemorates all Australians who have died in conflicts fought for Australia.

**SOURCE 1** Photograph showing the Anzac Day dawn service at the Martin Place Cenotaph, Sydney



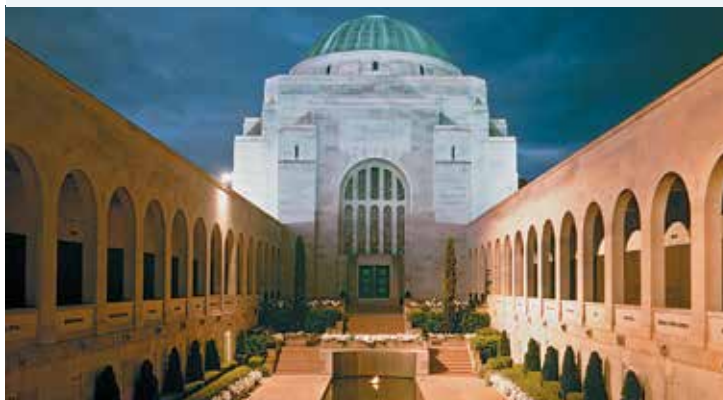
Remembrance Day ceremonies include a one-minute silence at 11 am to recall the silence of the World War I dead and of the ceasefire that silenced the guns of war. People also commemorate this day with wreath-laying ceremonies at local and national war memorials.

## The Australian War Memorial, Canberra

War correspondent and historian C.E.W. Bean (1879–1968) helped establish the Australian War Memorial in Canberra. It includes:

- the Roll of Honour, a series of panels listing all those who died in the war
- a Commemorative Roll that lists those who died from war wounds later
- relics of war experiences that Australians brought home with them
- a series of visual displays depicting the day-to-day experiences of those who fought.

**SOURCE 2** A photo showing the Commemorative Area of the Australian War Memorial, Canberra



AWM PAIU 2001/056.01

## War graves

The Commonwealth War Graves Commission (CWGC) looks after the graves and memorials of all those from Commonwealth countries who served in World War I (and in wars since). The Office of Australian War Graves (OAWG) works to ensure that people recognise and remember Australians' wartime contributions. In 1993, the Australian government exhumed (dug up) a World War I unknown Australian soldier from the Adelaide cemetery in Villers-Bretonneux, France, and reburied him at the Australian War Memorial in Canberra.

**SOURCE 3** An extract from the speech given by the then Prime Minister Paul Keating on 11 November 1993 at the funeral service of the Unknown Soldier

We do not know this Australian's name and we never will.

We do not know his rank or his battalion ... where he was born ... how and when he died ... his age or his circumstances — whether he was from the city or the bush; what occupation he left to become a soldier; what religion, if he had a religion; if he was married or single. We do not know who loved him or whom he loved. If he had children we do not know who they are. His family is lost to us as he was lost to them. We will never know who this Australian was.

Yet he has always been among those we have honoured ... he was one of the 45 000 Australians who died on the Western Front. One of the 416 000 Australians who volunteered for service in the First World War. One of the 324 000 Australians who served overseas in that war and one of the 60 000 Australians who died on foreign soil. One of the 100 000 Australians who have died in wars this century.

He is all of them. And he is one of us ...

The Unknown Australian Soldier ... was one of those who, by his deeds, proved that real nobility and grandeur belongs not to empires and nations, but to the people on whom they, in the last resort, always depend.

That is surely at the heart of the Anzac story, the Australian legend which emerged from the war. It is a legend not of sweeping military victories so much as triumphs against the odds, of courage and ingenuity in adversity. It is a legend of free and independent spirits whose discipline derived less from military formalities and customs than from the bonds of mateship and the demands of necessity ...

This Unknown Australian is not interred here to glorify war over peace; or to assert a soldier's character above a civilian's; or one race or one nation or one religion above another; or men above women; or the war in which he fought and died above any other war; or one generation above any that has or will come later.

The Unknown Soldier honours the memory of all those men and women who laid down their lives for Australia ...

## Visits to Gallipoli

In recent decades Australians of all ages have begun to travel to Turkey to visit the sites that commemorate the Gallipoli campaign. The Gallipoli campaign is a source of national pride for Turkey as well as Australia. In 1934, one of Turkey's military leaders and its first president, Mustafa Kemal Atatürk (1881–1938), had the following words engraved on the Gallipoli memorial in Turkey:

Those heroes that shed their blood and lost their lives ... You are now lying in the soil of a friendly country. Therefore rest in peace. There is no difference between the Johnnies and the Mehmets to us where they lie side by side now here in this country of ours ... you, the mothers, who sent their sons from faraway countries wipe away your tears; your sons are now lying in our bosom and are in peace. After having lost their lives on this land. They have become our sons as well.

The Atatürk Memorial in Anzac Avenue, Canberra, has the same words engraved on it and is a symbol of the friendship between Australia and Turkey.

## Visits to Villers-Bretonneux

Many Australians nowadays visit the areas where Australians fought on the Western Front. The village of Villers-Bretonneux in the Somme region of northern France commemorates Anzac Day, and its residents even today honour the Australians who won back control of their town from the Germans in April 1918.

**SOURCE 4** War graves at the Adelaide cemetery in Villers-Bretonneux, France



## 3a.10 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. Create a mind map using words and pictures to show how Australians commemorate World War I.

### Develop source skills

2. Create a dot point summary of the main points that Prime Minister Keating makes in **SOURCE 3**.

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**Complete this digital doc:** Worksheet 3a.10 Commemoration: analysing a photograph (doc-23141)

## 3a.11 The Anzac legend

### 3a.11.1 Creating the Anzac legend

The Gallipoli campaign and the Anzac **legend** that emerged from it have had a significant impact on ideas about Australia's national identity. Although a military defeat, reports of Australians at Gallipoli have had a profound effect on how Australians view themselves. For many people, the participation of Australian

soldiers in the Gallipoli campaign symbolises Australia's coming of age as a nation and demonstrates the qualities that characterise Australians. British war correspondent Ellis Ashmead-Bartlett (1881–1931) helped to create this legend with his newspaper report on the Gallipoli landing.

**SOURCE 1** An extract from Ellis Ashmead-Bartlett's newspaper article 'Australians at Dardanelles: thrilling deeds of heroism' reporting on Australians landing at Gallipoli. Ashmead-Bartlett 'observed' the landing from a battleship some distance away and did not arrive at Gallipoli until 9.30 pm on 25 April.

The Australians, who were about to go into action for the first time in trying circumstances, were cheerful, quiet and confident. There was no sign of nerves nor of excitement ... the boats had almost reached the beach when a party of Turks, entrenched ashore, opened a terrible fusillade with rifles and a Maxim [machine gun] ...

The Australians rose to the occasion. Not waiting for orders or for the boats to reach the beach, they sprang into the sea and, forming a sort of rough line, rushed at the enemy trenches.

Their magazines were not charged, so they just went in with cold steel. It was over in a minute. The Turks in the first trench were either bayoneted or they ran away and their Maxim was captured.

Then the Australians found themselves facing an almost perpendicular cliff of loose sandstone ... Somewhere, half-way up, the enemy had a second trench, strongly held ... Here was a tough proposition to tackle in the darkness, but those colonials, practical above all else, went about it in a practical way ... They stopped for a few minutes ... got rid of their packs, and charged their magazines.

Then this race of athletes proceeded to scale the cliffs without responding to the enemy's fire. They lost some men, but did not worry. In less than a quarter of an hour the Turks were out of their second position, either bayoneted or fleeing ...

The courage displayed by the wounded Australians will never be forgotten ... Though many were shot to bits, without hope of recovery, their cheers resounded throughout the night ... They were happy because they knew they had been tried for the first time and not found wanting ... There has been no finer feat in this war than this sudden landing in the dark and storming the heights ...

*Argus*, 8 May 1915.

This was the first report on the landing that Australian newspapers published. It found an appreciative and ready audience among those who:

- were concerned about Australian soldiers' reputation for being 'undisciplined', gained while they were training in Egypt
- feared that Australians might have behaved poorly in their first military engagement
- wanted to see Australian soldiers at least equal the efforts of British and Canadian troops (who had performed well in France)
- were looking for a positive national identity for Australia that was distinct from that of Great Britain
- were concerned about how people of other nationalities would judge Australia in the world arena.

Australians at home responded enthusiastically to this praise. Enlistment figures for June 1915 (12 505) were nearly double the figures for April. In July, they soared to 36 575 — nearly a 300 per cent increase on the month before.

People used extracts from Ashmead-Bartlett's report in fund-raising brochures, theatre playbills and in a booklet that the New South Wales Department of Education distributed to schoolchildren. One film-maker used it as the basis of a 1915 film entitled *The Hero of the Dardanelles* (filmed at Tamarama Beach, Sydney). One woman, in a letter distributed widely among soldiers, described her feeling on reading Ashmead-Bartlett's account as 'pride', 'exultation' and the sentiment 'Thank God, I am an Australian'.

From this time onward, reports of what Australians were doing at Gallipoli took precedence over reports of what the British or anyone else was doing. Ashmead-Bartlett became a media celebrity and people valued and enjoyed his reports.



Ashmead-Bartlett's article inspired the creation of a framework for interpreting events and experiences on the Gallipoli Peninsula and identifying the characteristic features of the 'true Australian' — heroism, mateship, initiative, a disregard for authority, athletic ability, endurance and a cheeky sense of humour. Australia's official war correspondent, Charles Bean, reinforced this image through his own reports from Gallipoli, through his 1916 best seller, *The Anzac Book* — a book of soldiers' stories, poems and artwork — and ultimately in the 12 volumes of his *Official History of Australia in the War of 1914–18*. Bean was conscious of doing this and careful to reject any submissions to *The Anzac Book* that did not fit within this formula.

**SOURCE 2** An extract from D.A. Kent's 'The Anzac Book and the Anzac Legend: C.E.W. Bean as editor and image maker' in *Historical Studies*, vol. 21, no. 84, April, pages 381 and 382–3

[H]e excluded from *The Anzac Book* anything unpleasant which could not be treated humorously. The dirt, the flies, the cold, and the monumental discomforts of Gallipoli are all documented in *The Anzac Book* with a grim humour, but the danger, the brutality, the suffering, the waste of life, and the dehumanizing effects of warfare are conspicuously absent ...

In a revealing passage in his diary Bean noted how few men really wanted to fight, how some had to be forced into action at pistol point, how many wanted to run away (and many did) and some would 'shoot their fingers off to escape from the front'. No trace of this reluctance was allowed to appear in *The Anzac Book*. Two good sketches were rejected even though they make fun of the coward and the **malingerer**, presumably because Bean's 'Anzac' was neither of these; in embracing all Australian soldiers as 'Anzacs' in the souvenir, he was not prepared to admit to such behavior ...

In September 1915, Bean committed to his diary a lengthy appraisal of the Australian soldier in which he acknowledged that fear, cowardice and reluctance were the 'true side of war', but he added: 'I wonder if anyone would believe me outside the army'.

### 3a.11.2 Contestability: debating the Anzac legend

From the late twentieth century onwards, Australian governments have again promoted the Anzac legend's concept of Gallipoli as Australia's 'baptism of fire' and the Australian soldier at Gallipoli as the personification of Australia's national identity. Some historians believe that enthusiasm for Gallipoli and the Anzac legend is distorting the reality of our history. They feel that Anzac Day and the Anzac legend have become expressions of emotion, sentimentality and nostalgia that deny the reality of soldiers' wartime experiences and undermine recognition of more significant events and values in Australia's history.

In his 1992 Anzac Day address, then Prime Minister Keating declared: '*Legends ... define us to ourselves. But they should not stifle us ... constrain our growth, or restrict us when we have to change*'. In October 2008, he delivered a speech expressing his view that Australians should not see Gallipoli as the place where Australia was 'born' or 'redeemed' (see **Source 3**).

**SOURCE 3** An extract from Paul Keating's speech of 30 October 2008 in which he expressed his view of what Gallipoli represents for Australia

The truth is that Gallipoli was shocking for us. Dragged into service by the imperial government in an ill conceived and poorly executed campaign, we were cut to ribbons and dispatched.

And none of it in the defence of Australia. Without seeking to simplify the then bonds of empire and the implicit sense of obligation, or to diminish the bravery of our own men, we still go on as though the nation was born again or even was redeemed there. An utter and complete nonsense.

For these reasons I have never been to Gallipoli and I never will.

## RETROFILE

### The 'man with the donkey'

Private John Simpson Kirkpatrick (1892–1915) was an Englishman who had lived in Australia since 1910 after deserting his position in the merchant navy. Motivated by the hope of getting back to England, he enlisted in the AIF in August 1914 under the name 'John Simpson'. He ended up at Anzac Cove.

Simpson's actions there were mentioned in official reports and became part of a 1916 book entitled *Glorious Deeds of Australasians in the Great War*. This was propaganda, which greatly exaggerated what Simpson had done and singled him out as a hero at a time when Australia needed new recruits.

Simpson served 24 days at Anzac Cove. He was meant to serve as a stretcher-bearer transporting seriously wounded men from the front lines back down to Anzac Cove. Instead, he chose to work alone, with a donkey, delivering water as he made his way up the heights above the beach, through the dangerous Shrapnel and Monash gullies to bring the wounded back down on his donkey. He and the two wounded he was transporting were shot dead in Monash Gully on 19 May 1915.

For many people, Simpson typifies the man of the Anzac legend. Others argue that he was English, a reluctant recruit and someone whose assistance to relatively few and not seriously wounded men, while noteworthy, did not make him a hero.

**SOURCE 4** Photograph showing Simpson and his donkey at Anzac Cove in 1915



AWM ART40993

## Historians' criticisms

Historians who criticise the Anzac legend put forward the following points:

- The legend ignores the reality of Australia's huge death toll fighting a war fought on foreign soil in the interests of Great Britain.
- Australians invaded Turkey and killed people defending their own land.
- Soldiers of all armies experienced mateship and many of the other values celebrated in the Anzac legend; these are not uniquely Australian.
- The fact that someone is heroic does not necessarily mean that they are morally right.
- World War I caused more division than nation-building in Australian society.
- At war's end, Australia still had a British head of state and the British government still decided Australia's foreign policy
- The Anzac legend ignores other important influences on Australia's national identity — traditions of a 'fair go' and egalitarianism; support for economic, gender, racial and social equality; belief in democracy.
- Australia's history before 1915, Federation, campaigns for social and political rights, and migration have also played significant roles in building the Australian nation.
- To say that wars are what make nations come of age is to accept the value system of the pre-World War I writers who sold a message that war was worthwhile.

**SOURCE 5** An extract from historians Henry Reynolds' and Marilyn Lake's epilogue 'Moving on' in *What's wrong with Anzac?*, 2010, page 167

Like many Australians who are concerned with the homage paid to the Anzac spirit and associated militarisation of our history, we are concerned with the way history is used to define our national heritage and national values. We suggest that Australians might look to alternative national traditions that gave pride of place to equality of opportunity and the pursuit of social justice: the idea of a living wage and sexual and racial equality. In the myth of Anzac, military achievements are exalted above civilian ones; events overseas are given priority over Australian developments; slow and patient nation-building is eclipsed by the bloody drama of battle; action is exalted above contemplation. The key premise of the Anzac legend is that nations and men are made at war. It is an idea that had currency a hundred years ago. Is it not now time to cast it aside?

## 3a.11 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. What roles did Ellis Ashmead-Bartlett and Charles Bean play in relation to the Anzac legend?
2. Why did Australians welcome Ashmead-Bartlett's news report?
3. List the two key concepts of the Anzac legend.
4. List what Paul Keating sees as one benefit and one problem with national legends.
5. What do you think are the most appropriate ways to commemorate Australia's participation in wars? What behaviours and values should/should not be part of this commemoration?

### Develop source skills

6. Read **SOURCE 1** and answer the following questions.
  - (a) What are the Australians trying to do?
  - (b) Identify the characteristics that the author uses to describe (a) the Australians and (b) the Turks.
  - (c) Using **SOURCE 1** and the text, explain why this report would have made many Australians proud.
  - (d) Why might people question the reliability of this source as an account of the Gallipoli landing?
7. Read **SOURCE 2** and answer the following questions.
  - (a) What is Kent saying about what motivated Bean's editing of The ANZAC Book?
  - (b) What does Bean's diary indicate about the reality of the Anzacs' attitudes to war?
  - (c) What do Kent's comments indicate about how the Anzac legend was created?
8. In **SOURCE 3**, to what was Paul Keating referring with the words 'an utter and complete nonsense'? Do you agree with him? Give reasons for your answer.
9. Read **SOURCE 5** and answer the following questions.
  - (a) Who are the authors of the source?
  - (b) List two things that concern them.
  - (c) List two things that they think are being ignored in the focus on the Anzac legend as the birth of our nation.
  - (d) Devise one topic sentence to summarise their viewpoint.

## 3a.12 Research project: The Anzac Day memorials

### 3a.12.1 Scenario and task

You are a reporter for Australia's Now Channel. It is pre-dawn on 25 April 2015 and you have been posted at Anzac Cove to cover the memorial service to mark the 100th anniversary of the landing of troops for the ill-fated Gallipoli campaign of 1915. Thousands of Australians have gathered, many covered in Australian flags or wearing green-and-gold jerseys and beanies. Attendance at the annual dawn service in Gallipoli has continued to grow, with more and more Australians making the pilgrimage every year. Other reporters have criticised the service as just an excuse for backpackers to meet and party but, as a first-time pilgrim, you have been overwhelmed by the emotional and respectful atmosphere.

Your producer has asked you to craft a moving tribute to the annual memorials on the shores of Gallipoli. Your news story should explain the events that occurred on these shores 100 years ago and why these memorials are still so important to modern Australians. You will write and record a voiceover of two minutes' duration, and use the bank of images available in the Resources tab to create your news story.



## 3a.12.2 Process

- Access your learnON title to watch the introductory video. You can complete this project individually or invite other members of your class to form a group.
- You should perform background research on the Gallipoli campaign, the memorials, and the ritual pilgrimages by many Australians and New Zealanders to this iconic place. You might also like to explore other news stories about Gallipoli. The weblinks in the Resources tab will help you get started. As you research, it is important that you compile a bibliography of the sources you have used to find your information.
- When your research is complete go to the Resources tab and, from the images provided of Anzac Day memorials, select and download the ones you would like to use in your news story. You should also download the Storyboard template and use this to write the script for your news story.
- Record your voiceover using Audacity, Garage Band or Windows voice-recording software, and then use Windows Movie Maker, iMovie or other editing software to create your news story. Remember that these programs allow you to perform filmic actions like panning across images. You can also incorporate a number of different transitions to add drama or emotional impact to your story.
- Submit your research notes and bibliography to your teacher along with your completed news story.



### learn**on** RESOURCES – ONLINE ONLY

Go online to access additional resources such as templates, images and weblinks.

## 3a.13 Review

### 3a.13.1 Review

#### KEY TERMS

**alliance** an agreement between nations to work together to protect or advance the interests they share

**armistice** temporary halt to fighting in order to allow peace negotiations

**assassination** the murder of an important political or religious figure

**Balkans** the name for some of the countries (Greece, Serbia, Bulgaria and Montenegro) of the Balkan peninsula in southeastern Europe in the early twentieth century

**casualties** those killed, wounded or captured during wartime





**conscientious objector** someone whose conscience prevents them from participating in military service  
**internment** the practice of keeping people under guard in a specific area, particularly during wartime  
**legend** a story or belief that has special significance within a particular group or culture  
**Light Horse** troops on horseback; they fought on the ground and used their horses to get to the battlefield  
**malingering** someone who pretends illness or disability, especially in order to avoid duty or work  
**nationalism** a sense of national identity, and a desire to work with others to achieve common national goals, at times regardless of how this might affect other countries  
**patriotism** devotion to and support for one's country  
**propaganda** information, ideas or argument used to further a cause or damage an opponent's cause  
**referendum** a vote in which the people are asked whether they agree to a proposed law, change to a law or a change to Australia's Constitution  
**stalemate** a situation in war where there is no movement on either side  
**tanks** armoured combat vehicles with machine guns and cannon, fitted with caterpillar tracks to help them move over difficult terrain  
**two-up** a gambling game in which punters predict the results after two coins are thrown into the air — 'heads', 'tails' or 'odds' (meaning one of each)  
**Victoria Cross** named after Queen Victoria, this was the highest military decoration awarded to soldiers within the British Empire. Australia created its own VC in 1991.

### 3a.13 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

## learnON ONLINE ONLY

3a.13 Activity 1: Check your understanding

3a.13 Activity 2: Practise your historical skills

3a.13 Activity 3: Multiple choice quiz

Go online to access additional end of topic resources such as interactivities and printable worksheets.

## Practise your historical skills

### Comprehension: chronology, terms and concepts

- Which of the following provides the correct sequence of events?
  - Armistice Day, the end of the Gallipoli campaign, the second conscription referendum
  - the end of the Gallipoli campaign, Armistice Day, the second conscription referendum
  - Armistice Day, the second conscription referendum, the end of the Gallipoli campaign
  - the end of the Gallipoli campaign, the second conscription referendum, Armistice Day
- Work in pairs to create a timeline of the most important dates and events relevant to Australia's involvement in World War I. When you have done this, decide how to colour code the events to indicate whether they provide an example of:
  - a continuing pattern of wartime life
  - an event causing another event or development
  - evidence of change.
 Use more than one colour for each event if you need to.
- Use the terms and concepts in each of the two lists below to construct two paragraphs about the events of World War I.
 

(a) artillery	(h) conscription
(b) comfort box	(i) enlistment
(c) no man's land	(j) inequality of sacrifice
(d) over the top	(k) propaganda
(e) stalemate	(l) referendums
(f) trench warfare	(m) political cartoon
(g) Western Front	(n) voluntary force

## Analysis and use of sources

4. Describe the context for **SOURCE 2** in subtopic 3a.8.
5. Watch the movie *Gallipoli* (1981) and write a review of about 25 lines evaluating its usefulness for someone studying Australia's involvement in World War I.

## Perspectives and interpretations

6. What perspective do the soldiers in **SOURCE 1** share with the author of **SOURCE 2** below?
7. How do their perspectives differ?
8. Identify, from **SOURCE 2**, Sir Harold Nicolson's interpretation of the signing of the Treaty of Versailles. What aspects of the signing have led him to this interpretation?

**SOURCE 1** Photo showing Allied soldiers and officials looking into the Hall of Mirrors to try to see the signing of the Treaty of Versailles



**SOURCE 2** An extract from a description of the signing of the Treaty of Versailles on 28 June 1919, written by Sir Harold Nicolson, a British delegate at the Versailles Peace Conference. From 'Signing the Treaty of Versailles, 1919,' *Eyewitness to History*, www.eyewitnesstohistory.com (2005)

Bring in the Germans.

We enter the Galerie des Glaces [Hall of Mirrors] ... At the far end are the Press already thickly installed. In the middle there is a horse-shoe table for the plenipotentiaries. In front of that, like a guillotine, is the table for the signatures ... There must be seats for over a thousand persons. This robs the ceremony of all privilege and therefore of all dignity ... 'Faites entrer les Allemands,' says Clemenceau in the ensuing silence.

The meeting is open.

... [I]solated and pitiable, come the two German delegates. Dr Müller, Dr Bell. The silence is terrifying ... They keep their eyes fixed away from those two thousand staring eyes, fixed upon the ceiling. They are deathly pale. They do not appear as representatives of a brutal militarism. The one is thin and pink-eyelidded. The other is moon-faced and suffering. It is all most painful.

They are conducted to their chairs. Clemenceau at once breaks the silence. 'Messieurs,' he rasps, 'la séance est ouverte.' He adds a few ill-chosen words. 'We are here to sign a Treaty of Peace.' ... Then St Quentin advances towards the Germans and with the utmost dignity leads them to the little table on which the Treaty is expanded. There is general tension. They sign. There is a general relaxation ...

The meeting is adjourned.

Suddenly from outside comes the crash of guns thundering a salute; it announces to Paris that the ... Treaty of Versailles has been signed by Dr Müller and Dr Bell. Through the few open windows comes the sound of distant crowds cheering hoarsely. And still the signature goes on.

... Only three, then two, and then one delegate remained to sign ... There was a final hush. 'La séance est levée,' rasped Clemenceau. Not a word more or less. We kept our seats while the Germans were conducted like prisoners from the dock, their eyes still fixed upon some distant point of the horizon.

## Empathetic understanding

9. What indications does **SOURCE 2** provide of Nicolson's empathy for the German delegates?

## Research

10. List the key questions you think would help guide people wanting to investigate Turkish sources on the Gallipoli campaign.
11. Choose one of your questions from question 10 and divide it into sub-questions.
12. Identify five photographic sources that convey an understanding of soldiers' experiences of trench life and write a sentence to explain the relevance of each of the sources.

## Explanation and communication

13. How did World War I affect Australia? Your response should be about 25 lines in length and should include information on the following and any other issues you think are important. Provide a bibliography at the end.
    - (a) How the war affected Australia's relationship with Great Britain
    - (b) How the war affected Australia's view of itself as a nation and as a member of the world beyond its own shores
    - (c) How the war affected relationships within Australian society
  14. Consider the idea of an Australian government introducing conscription today. Use online conferencing and other forms of ICT to discuss:
    - the reasons that might motivate such a development
    - the government's likely purpose
    - groups within Australia who would or would not support it
    - whether or not you would support it and your reasons
    - the arguments people might use to support or fight against this idea
    - countries today that do have conscription and their reasons for introducing it.
- 



# TOPIC 3b

## World War II

### 3b.1 Overview

Numerous **videos** and **interactivities** are embedded just where you need them, at the point of learning, in your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). They will help you to learn the content and concepts covered in this topic.

#### LEARNING OUTCOMES

In this topic students will investigate:

- An overview of the causes of the wars, why men enlisted and where Australians fought **3b.2, 3b.3, 3b.4, 3b.7**
- The scope and nature of warfare **3b.3, 3b.4, 3b.5, 3b.6, 3b.7, 3b.9**
- Significant events and the experiences of Australians at war **3b.2, 3b.4, 3b.7, 3b.8, 3b.10, 3b.11**
- Impact of the wars on Australia **3b.10, 3b.11**
- Significance of the wars to Australia **3b.12, 3b.13**
- Commemorations and the nature of the ANZAC legend **3b.12**

#### 3b.1.1 Introduction

In the 1930s, Hitler's Nazis took power in Germany, Mussolini's Italy became increasingly nationalistic and Japan's military leaders made government decisions.

The League of Nations, created to maintain peace, failed. Germany, Italy and Japan expanded their territories, and the United States, Britain and France did not curb the growing power or ambitions of these nations. By 1939, the world was again at war.

Nearly one million Australians served in World War II. In 1942, attacks on Darwin and Sydney brought the war to the Australian mainland and heralded Australia's growing allegiance to the United States.

By war's end in 1945, up to 25 million soldiers and 55 million civilians had died. Six million Jews had perished in Nazi camps. Thousands died and suffered horrific burns when the United States used atomic bombs at Hiroshima and Nagasaki.

In the postwar world, the United Nations was founded to promote peace and human rights at the same time as the United States and the Soviet Union began the 45-year rivalry we call the Cold War.

**learnon** ONLINE ONLY



Watch this eLesson: World War II (eles-2600)



**SOURCE 1** Artist Walter Jardine's 1941 recruitment poster, 'This is a Man's job! Join the RAAF.' In the background is the roundel (military insignia) that the RAAF used at that time.



AWM ARTV 04283

### Starter questions

1. What knowledge of war did the Australian population have in 1939 that it hadn't necessarily had at the beginning of World War I, twenty-five years earlier?
2. What kinds of emotions does the **SOURCE 1** recruitment poster evoke?
3. What makes **SOURCE 1** a piece of propaganda?
4. What threats to world peace exist in our time?

## 3b.2 The origins of World War II

### 3b.2.1 The end of World War I

When World War I came to an end on 11 November 1918, French president Georges Clemenceau commented, 'We've won the war; now we have to win the peace and it may be more difficult.' Just over 20 years later, the world was once again at war.

World War II broke out on 1 September 1939 and officially ended on 2 September 1945. It had its origins in:

- the Treaty of Versailles, the Allies' flawed peace settlement with Germany following World War I
- the expansionist policies of Germany, Italy and Japan in the 1930s
- the weaknesses of the international peace-keeping body, the League of Nations
- the failure of Britain and France's appeasement policy (see later in this subtopic).

### 3b.2.2 The Treaty of Versailles, 28 June 1919

As a condition of granting Germany's request for an **armistice**, the United States demanded that Germany form a new and democratic government. On 9 November 1918, Kaiser Wilhelm II abdicated. Amid large-scale civil unrest, Germany's two socialist parties (the SPD and the USPD) formed a new government and announced elections that would make Germany a **democratic republic**.

Key groups within Germany were bitterly opposed to this idea, including the left-wing Spartacists (**communists**), who staged an unsuccessful attempt to take power in January 1919. The **right-wing** conservatives within the *Reichswehr* (the German army), the civil service and the judiciary were also opposed to becoming a democratic republic. They did not want to implement the reforms put forward by the government of Germany's new **Weimar Republic** and were especially hostile to its acceptance of the terms of the Versailles peace treaty.

#### Treaty terms

The armistice of 11 November 1918 brought about the ceasefire that ended World War I. In January 1919, the victorious Allies met at the Paris Peace Conference to decide the terms they would impose on Germany and on each of the defeated Central Powers.

On 7 May 1919, after much disagreement and discussion (none involving Germany), the Allies presented the German delegation with their terms. The terms were harsh and the German government had three weeks to propose amendments. The Allies addressed some of these in Germany's favour. Germany had little choice other than to accept the rest. On 28 June 1919, Germany's representatives signed the treaty at the Palace of Versailles outside Paris (see **Source 2**).

The German government's acceptance of the treaty's harsh terms made it even more unpopular with its left- and right-wing enemies. Right-wing groups referred to the men who signed the armistice as the 'November criminals' and began what has become known as the 'stab in the back' legend — the idea that Germany could have won the war had republican supporters not betrayed it. They were especially hostile to Article 231 of the treaty, which stated that Germany was solely responsible for the outbreak of the war. In the 1920s and early 1930s, enemies of the Weimar Republic used people's hostility to the Treaty of Versailles to undermine, and ultimately destroy, the government and to win support for their own nationalist goals.

**SOURCE 1** Diagram showing Germany's main losses under the Treaty of Versailles

#### The 'war guilt' clause

Under Article 231, Germany had to accept sole blame for starting the war.

#### Reparations

The 'war guilt' clause justified the Allies' demand that Germany pay reparations — an amount set in 1921 at £6600 million.

#### Germany's main losses under the Treaty of Versailles

#### Military restrictions

- Army limited to 100 000 men
- Conscription banned, volunteers only
- Navy limited to 15 000 men and 6 battleships, submarines banned
- No airforce
- Heavy artillery, poison gas, tanks banned
- No German troops allowed in the Rhineland (on the French border)

#### Loss of land and resources

- Loss of overseas colonies
- Loss of West Prussia, Posen, Upper Silesia, part of East Prussia, Alsace, Lorraine, North Schleswig, Eupen and Malmedy
- Forbidden to unite with Austria
- Loss of 16% of coal sources
- Loss of 10% of land

**SOURCE 2** *The signing of peace in the Hall of Mirrors, Versailles, 28 June 1919*, by Irish artist Sir William Orpen (1878–1931), 1919. The image shows the Allied leaders at the centre of the long table and the two German representatives at the small table in front of them.

Australian Prime Minister  
William Morris Hughes

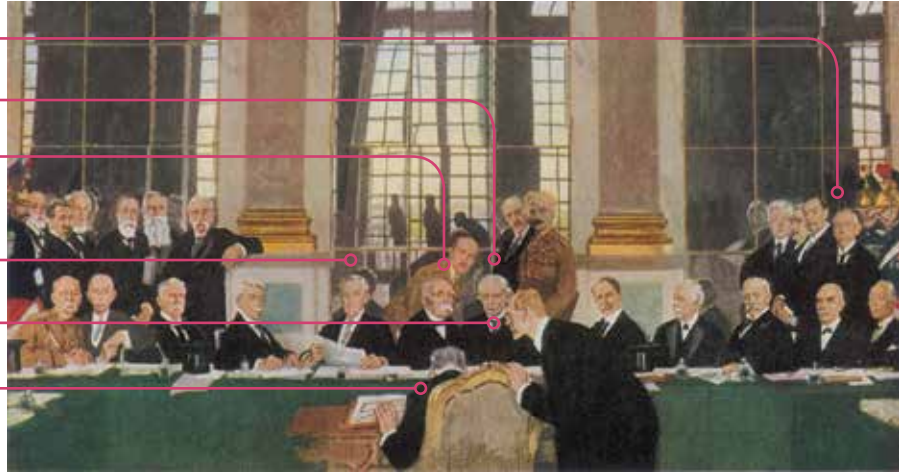
British Prime Minister  
Lloyd George

French President  
Georges Clemenceau

US President Woodrow Wilson

German Minister for Foreign  
Affairs Hermann Müller

German Minister for Colonial  
Affairs Dr Johannes Bell



### RETROFILE

The signing of the Treaty of Versailles (pronounced *vair-sigh*) occurred on the fifth anniversary of the assassination of the Archduke Franz Ferdinand. It took place in the Hall of Mirrors at the Palace of Versailles, where Germany had humiliated France in 1871 by making it sign a treaty giving away the provinces of Alsace and Lorraine. On 3 October 2010, Germany made its final reparations payment — the sum of £59.5 million (€69.9 million).

## 3b.2.3 Hitler and the rise of Nazism

### Hitler and the Nazi Party, 1919–23

The small, right-wing National Socialist German Workers' Party — the NSDAP or Nazi Party — hated the Weimar Republic. One of its members, Adolf Hitler, worked hard to increase the party's public profile. He issued a 25-point program outlining the party's goals; encouraged the use of its symbol, the swastika; and organised mass meetings and a party newspaper to promote its ideas and help spread these to a wider audience. When the Nazi Party formed in 1919, it had 50 members. By 1923, it had over 50 000 members, Adolf Hitler had become its leader and the party had its own armed force of storm-troopers (the *Sturmabteilung* or SA) to attack those who opposed it.

**SOURCE 3** An extract outlining Hitler's goals, from the German newspaper *Kreuzzeitung*, on 28 December 1922

Hitler is in close contact with the Germans of Czechoslovakia and Austria, and he demands the union of all Germans in a greater Germany ...

Hitler demands the cancellation of the Treaties of Versailles and Saint Germain [the peace treaty that the Allies signed with Austria–Hungary] and the restoration of the German colonies.

A very important part of the Party Programme is the idea of race ... He wants only people of German race to be citizens of Germany ... He wants all immigrants into Germany since 1914 to be expelled.

Hitler opposes the parliamentary system. Hitler's party wants first of all to set up a dictatorship which will last until Germany's present troubles are ended ... The dictator in question is evidently Hitler.

The party's economic programme is as follows: ... profit-sharing among workers of profits from large companies, public ownership of big shops, help for small industry and the middle class.

In November 1923, Hitler and the Nazis attempted to overthrow the government of the German city of Munich. This attempt, known as the Beer Hall *Putsch* (rhymes with ‘butch’ as in ‘butcher’), failed. Hitler was arrested, charged with treason, tried, convicted and sentenced to five years imprisonment. He was eligible for parole after six months and was out of jail in time for Christmas 1924.

### Hitler and the Nazi Party, 1924–32

After his release, Hitler re-organised the Nazi Party and worked to gain power by legal means. In May 1924, the NSDAP gained 24 seats in Germany’s parliament, the Reichstag. The onset of the **Great Depression** created a situation that the Nazis used to gain a major increase in support.

Hitler flew all over Germany making speeches claiming that the Weimar Republic’s policies had caused the Great Depression, that the Jews were responsible for all of Germany’s problems and that the government’s signing of the Treaty of Versailles had been a ‘stab in the back’ for the German nation. Crowds of uniformed, flag-waving Nazis marched through city streets stirring up nationalist sentiment in support of their leader. In the 1930 Reichstag elections, the Nazi party won 107 seats.

By late 1932, about eight million Germans were unemployed and those who had jobs worked part time and/or at greatly reduced wages. The Weimar Republic, at this time a coalition of up to five parties, struggled to agree on policies that would help the problems of unemployment and homelessness.

In the November 1932 elections, the Nazis gained 196 seats and 33 per cent of the total vote. While it did not have a majority, the Nazi party held more seats and a higher percentage of the vote than any of the other parties. In January 1933, the German President, Paul von Hindenburg, invited Hitler to become Chancellor of Germany and head a coalition government, that is, a government made up of different political parties.

### Hitler and the Nazi party, 1933–38

As chancellor, Hitler acted quickly to decrease the power of his coalition partners. He encouraged fear of communism and imprisoned thousands of his **Communist** and other political opponents. By August 1934, Germany was a one-party state and Hitler the dictator to whom the German army swore an oath of personal loyalty. He used his power to reverse key decisions and limitations imposed by the Treaty of Versailles.

## 3b.2.4 The League, appeasement and right-wing power

The 1930s brought financial hardship, an increase in the power of right-wing parties and the weakening of democratic forces. Hitler sought to revive German power. Italy’s **fascist** leader, Mussolini, dreamed of recreating the glories of the ancient Roman Empire. Japan’s military-dominated government was determined to create an empire in Asia. All three nations embarked on actions that made another war more likely, especially when the League of Nations proved too weak to prevent them.

**SOURCE 4** German artist Hermann Otto Hoyer’s c.1937 painting *In the beginning was the Word* (the opening words of St John’s Gospel in the Bible), depicting Hitler addressing war veterans, members of the SA and other supporters in the 1920s





**SOURCE 5** Photograph by Hitler's personal photographer, Hugo Jaeger, showing Hitler saluting German troops in Adolf Hitler Platz, 1 September 1938



The League of Nations came into being in 1920 with the intention of promoting international cooperation and maintaining peace through **collective security**. While the League had some success in the 1920s, it failed to take effective action to control the aggression that Germany, Italy and Japan unleashed in the 1930s. The United States pursued a policy of **isolationism** and never joined the League. France and Great Britain followed a policy of **appeasement** and self-interest that encouraged Germany, Italy and Japan to believe that they could pursue aggression without penalty. Germany and Japan both left the League in 1933 and Italy left in 1937.

### Italy and the origins of World War II

In December 1934, Italy claimed part of Abyssinia in east Africa. Haile Selassie, the Abyssinian emperor, asked the League for help. While it was trying to settle the dispute, Mussolini prepared for invasion. In September 1935 the League proposed that Abyssinia give some of its land to Italy. In October, Italian troops invaded Abyssinia.

Italy was clearly at fault. The League imposed a series of trade bans. League members were not to sell arms, rubber, tin or metals to Italy. They could not lend money to Italy nor could they import goods from Italy. Oil sales to Italy continued.

Britain and France feared the negative impact of the bans on their economies and secretly planned a deal that would allow Italy to take two-thirds of Abyssinia. In May 1936, Italy took control of all of Abyssinia and in November joined Germany in an agreement known as the Rome–Berlin Axis. In April 1939, in another expansionist move, Italy invaded Albania.

### Germany and the origins of World War II

Hitler withdrew Germany from the League of Nations in 1933 and began overturning restrictions on Germany's power imposed by the Treaty of Versailles. In 1935, he announced re-armament and **conscription** to the army. In 1936, he sent troops into the Rhineland and introduced a four-year plan to get the German economy ready for war. In 1938, his troops took over Austria. He was well on the way to achieving his goals of uniting all Germans and creating more living space (*lebensraum*) for them.

Britain believed that some of Germany's claims were justified and was economically and militarily unprepared to risk war with Germany. Her response was to try and appease Germany. Germany's actions in the Rhineland in 1936 were a direct threat to French security, yet France did nothing to stop them. France would not act without British support and was weakened by tensions between left- and right-wing forces within France.

### Appeasement and 'peace for our time'

The most significant example of appeasement happened after Hitler's May 1938 claim to German-inhabited parts of the Sudetenland in Czechoslovakia. With France and Britain both promising to protect

Czechoslovakia against Hitler's aggression, Europeans expected war. Instead, in September 1938, France and Britain proposed that Germany should be allowed these areas. Hitler then demanded *all* of the Sudetenland.

On 29 September 1938, the leaders of France, Britain and Italy met with Hitler in Munich. Without consulting Czechoslovakia, they signed the Munich Agreement giving Hitler all of the Sudetenland. Hitler said he would not demand any more territory. British Prime Minister, Neville Chamberlain, then came to a private agreement with Hitler stating their joint commitment to the use of consultation and negotiation to resolve any future issues between them. Chamberlain famously claimed this would bring 'peace for our time'.

In March 1939, Hitler's troops took over the rest of Czechoslovakia. Poland was his next likely target and Britain and France told him they would go to war with Germany if he invaded Poland. Hitler did not take this threat seriously. Germany invaded Poland on 1 September 1939. On 3 September, Britain and France declared war on Germany.

Appeasement was at an end and Europe was at war. Within the next few months, German forces took over Belgium, Norway, the Netherlands and 60 per cent of France.

**SOURCE 6** The famous photograph of 1 October 1938 showing Prime Minister Neville Chamberlain waving the piece of paper that he claimed would create 'peace for our time'



## Japan and the origins of World War II

Japan suffered significantly during the Great Depression, especially when both China and the United States placed trade barriers on Japanese imports. The military gradually extended its influence within Japan's government. Its goal was to make Japan a world power and solve Japan's problems by forcefully taking land elsewhere.

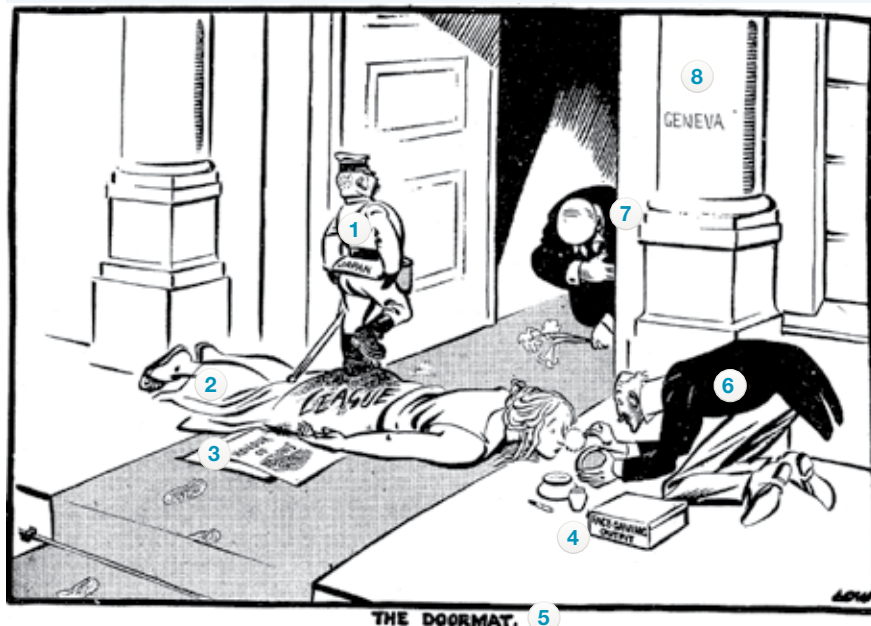
In 1931, Japanese forces invaded Manchuria and in 1932 established it as the 'independent' state of Manzhuguo (Manchukuo). This gave Japan access to important timber, coal, iron, oil and gold resources. Military commanders refused to obey Japan's civilian government's orders to withdraw and also began attacks on the Chinese city of Shanghai. In early 1933, the League of Nations ordered the Japanese out of Manchuria. Japan resigned its membership. The League had no army to enforce its decision and could not rely on its members to provide one.

In July 1937, Japanese forces invaded east China. Japan also took advantage of the weaknesses of the powers who were involved in war in Europe. In 1940, Japan occupied French Indochina. Its next target was the rubber and oil resources in the Dutch East Indies (Indonesia). US President Franklin Roosevelt responded by:

- giving loans and military assistance to China
- freezing Japan's assets in the United States
- placing increasingly severe restrictions on trade with Japan.

On 7 December 1941, the US naval fleet at Pearl Harbor in Hawaii was attacked by 300 Japanese planes. The following day, the United States announced that it was at war with Japan. The war in the Pacific had begun.

**SOURCE 7** 'The Doormat', a cartoon by famous New Zealand cartoonist David Low (1891–1963), whose work for the London newspaper *The Evening Standard* in the 1930s and 1940s led to the Gestapo placing him on a death list



David Low, *The Evening Standard*, 19th January 1933. The British Cartoon Archive, University of Kent.

- 1 Which nation does this represent? Why is the character in uniform?
- 2 Who is she? How has the soldier treated her?
- 3 A document entitled 'Honour of Nations'
- 4 Whose face? Why does it need saving? What is the significance?
- 5 Where is it? What double meaning does it have here?
- 6 British Foreign Secretary John Simon. What is his goal? What should have been his goal?
- 7 What is he doing? What is he holding and why?
- 8 Headquarters of the League of Nations

In 1940, Japan, Italy and Germany had signed the Three Power Pact, cementing their Axis power partnership. Because of this pact, Hitler declared war on the United States on 11 December 1941 bringing the United States into the European war as well. Britain drew her former colonies into the conflict. In June 1941, German troops invaded the Soviet Union (officially the Union of Soviet Socialist Republics or USSR). The war, which now involved nations all around the globe, was basically fought between the **Axis powers** (supported by pro-Nazi governments in Bulgaria, Hungary, Romania and Slovakia) and the Allied powers (the **Allies**), which included the Soviet Union (USSR), the United States and Britain and its former colonies.

## Australia's involvement

For Australian Prime Minister Robert Menzies, Britain's involvement in war against Germany meant that he had to declare Australia's involvement as well. Australians had a more realistic understanding of what war would demand of them than they had in 1914. They had supported appeasement because they did not want to have to support Britain in a European war, at a time when the growth of Japanese power made invasion of Australia a possibility.

The Australian Labor Party declared its opposition to Australians serving outside Australian territory and men did not rush to enlist as they had in 1914. At the same time, most Australians still had strong ties of loyalty to Britain. Ultimately they supported involvement in the war, but few of those who remembered World War I were enthusiastic about what might lie ahead as a result. Socialists and pacifists were the only vocal opponents. In December 1941 Australia declared war on Japan in support of the United States, whom Australian Prime Minister John Curtin saw as the nation's only hope against the Japanese advance through Asia.

During the six-year war, nearly one million Australians participated in military campaigns against:

- German and Italian forces in Europe, North Africa and the Middle East
- Japanese forces in South-East Asia and the Pacific.

The Australian mainland came under direct attack when the Japanese bombed towns in northern Australia and Japanese midget submarines attacked Sydney Harbour.

**SOURCE 8** An extract from Prime Minister Robert Menzies' 3 September 1939 radio broadcast announcing Australia's entry into war against Germany

Fellow Australians. It is my melancholy duty to inform you officially that, in consequence of the persistence by Germany in her invasion of Poland, Great Britain has declared war on her, and that, as a result, Australia is also at war ...

It may be taken that Hitler's ambition is not to unite all the German people under one rule, but to bring under that rule as many countries as can be subdued by force. If this is to go on, there can be no security in Europe and no peace for the world.

A halt has been called. Force has had to be resorted to, to check force. The right of independent people to live their own lives, honest dealing, the peaceful settlement of differences, the honoring of international obligations — all these things are at stake.

There was never any doubt as to where Great Britain stood in regard to them. There can be no doubt that where Great Britain stands, there stands the people of the entire British world.

Published in *The Advertiser*, Adelaide, 4 September 1939.



## Enlistment

Young men had three main reasons for enlistment:

- a desire for adventure and new experiences linked to escaping boredom or unhappiness in their civilian lives
- a sense of duty to protect Australia and other nations from German and Japanese aggression
- a desire to be part of the military heritage associated with Australia's efforts in World War I.

Many young men came to view the war as their opportunity to rival the wartime achievements of their fathers' generation. A minority enlisted to gain better wages than they could obtain elsewhere.

## Indigenous service

Around 3000 Indigenous Australians served in World War II. As during World War I, the government did not want them to enlist. In the early years of war many found ways to join up anyway and, from 1942, the government actively recruited them.

Indigenous Australians served in all three services across a number of different areas of battle, and also provided protection for remote areas of northern Australia. Depending on the unit to which they belonged, they might or might not have been treated equally. Those serving alongside white men received the same pay as their white counterparts and had some opportunities for promotion. Those serving in all-Indigenous units received only half pay. Only those who served overseas were granted full access to the benefits available to veterans.



### 3b.2.5 Skill builder: Identifying perspectives and interpretations

Political cartoonists use words and pictures to comment on a current event, issue and/or personality. To understand their cartoons, you have to know the situation to which they are referring and be able to recognise people they might include as caricatures.

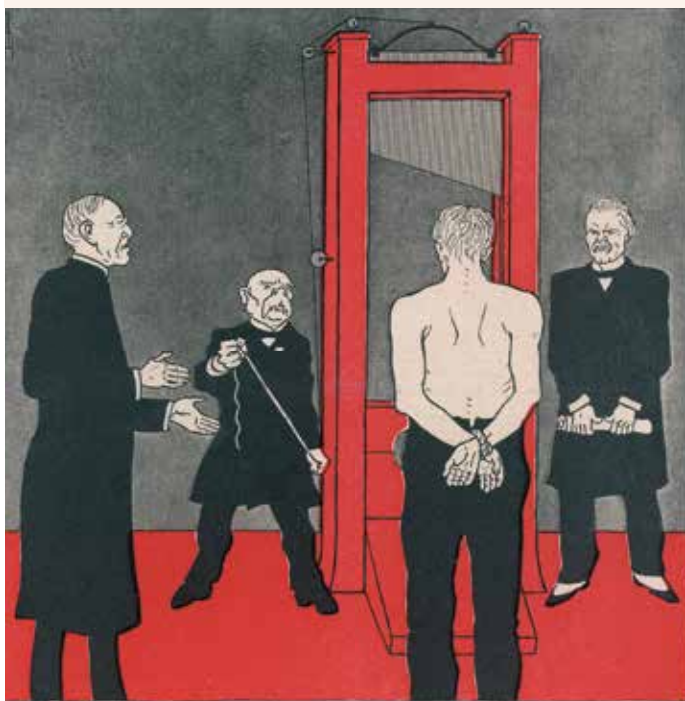
Cartoonists often use symbols that have a deeper meaning than what is there on the surface. They can also use irony — words or images that state the opposite of their true meaning. To understand and interpret the political cartoons in **Sources 9** and **10**, you need to identify:

- the context in which the cartoonists created them (i.e. the 1919 Paris Peace Conference has decided on the terms of its peace treaty with Germany)
- what each element in the cartoon represents. Look at the child crying behind a pillar, the man standing in front of a guillotine and the well-dressed men. Who are they? What are they doing?
- any words that have a double or a deeper meaning. Look at the cartoons' captions and headings and the words '1940 class' and 'Curious'. What might these things symbolise?
- the message of each cartoon.

**SOURCE 9** Australian cartoonist Will Dyson's famous 1919 cartoon 'Peace and Future Cannon Fodder' commenting on the Treaty of Versailles for London's *Daily Herald*. 'Tiger' was the French leader Georges Clemenceau, who was determined that the treaty be harsh.



**SOURCE 10** Thomas Theodor Heine's cartoon for the 3 June 1919 edition of the German satirical magazine *Simplicissimus*. The caption was: 'You too have the right of self-determination. Do you want your pockets cleared out before or after you're dead?' At the Peace Conference, Woodrow Wilson fought for self-determination, which is the moral principle of nations having the right to decide their own forms of government.



1. For each of **SOURCES 9** and **10**:
  - (a) provide three to five facts about the context for the cartoon
  - (b) describe what is happening
  - (c) identify and explain any symbols or irony
  - (d) explain the cartoonist's message
  - (e) explain what the cartoon reveals about the perspective of the cartoonist.
2. Based on **SOURCES 9** and **10** and your own knowledge, to whose ideas is each cartoonist giving voice and what values and attitudes do these express?

### 3b.2.6 Skill builder: Explanation and communication

Explanation is more than just description. It means you have to be able to make something clear to someone who might not otherwise understand it. The 'something' could be a situation, a problem or an idea. Depending on what you need to explain, you might have to organise relevant information, or express reasons or a justification that will make the 'something' clear to someone else. To begin with, you have to understand what you are talking about. Otherwise, you will end up writing or reciting relevant information without being clear about what it means. You need to take the time to think through what you want to explain.

Expressing something clearly involves putting it into a logical pattern or sequence necessary to explain it. One way of doing this is by separating the main idea or argument you want to express from the information you need to support it. This is what people mean when they talk about writing paragraphs with topic sentences. It is the main technique used in an essay of argument. The topic sentence begins your paragraph and makes a clear statement of the main idea you want to express in that paragraph. What follows are the sentences that provide the information that supports your main idea. Using this technique helps you to explain and communicate your ideas clearly and in a logical pattern.

As you work through this topic, look for paragraphs based on this model of providing a topic sentence followed by supporting information. Create and complete a table like the one below to show one example in which the topic sentence is clearly stating a point that the following sentences go on to support.

Topic sentence	Supporting information

## 3b.2 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. What was the Weimar republic and what problems did it face?
2. Write a paragraph to explain how Hitler and the Nazis increased their power in the period from c.1923 to 1933.
3. Using appropriate historical terms, create a mind map to explain the factors leading to World War II. Use different colours to indicate those which are long- and short-term factors and/or those linked to specific countries or issues. Create a key to show what your colours represent. Alternatively, show this as a collage using words and images.

### Develop source skills

4. Use **SOURCE 1** to explain why the Treaty of Versailles made many Germans angry.
5. What does **SOURCE 3** indicate about to whom Hitler did and did not want to appeal?
6. What impression of Hitler is created in **SOURCES 4** and **5**?
7. Explain the context for **SOURCE 6**.
8. Refer to **SOURCE 7** and answer the following questions.
  - (a) Describe what is happening in **the cartoon**.
  - (b) What does the source indicate about Low's attitude to:
    - (i) Japan
    - (ii) the League of Nations
    - (iii) Great Britain?
  - (c) What techniques does Low use to convey this message?
9. What is Menzies' 'melancholy duty' in **SOURCE 8** and how does he justify it?

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Deepen and check your understanding of the topic with the following resources and auto-marked questions:

• **Causes of World War II**

**learnon** ONLINE ONLY



Complete this digital doc: Worksheet 3b.2 The rise of Nazism (doc-23144)

## 3b.3 The European war begins

### 3b.3.1 'Phoney war', blitzkrieg and the Battle of Britain, 1939–40

Following their September 1939 invasion, German forces very quickly gained control of western Poland (Soviet troops took the east). For some months after that, during what became known as the 'phoney war', there was very little fighting. Then, from 9 April 1940, German troops began their occupation of Norway and Denmark and moved to take control of the Netherlands, Belgium and 60 per cent of France. By late June 1940, Germany controlled a large area of northern and western Europe. Of its western European opponents, only Britain remained free.

**SOURCE 1** Map showing German-controlled territory c. mid 1940



#### Contestability: Blitzkrieg

Some historians use the term *blitzkrieg*, meaning 'lightning war', to describe German tactics and methods in the early part of the war. For them, blitzkrieg refers to German forces coordinating aircraft, artillery, infantry and tanks in short, quick attacks to gain control of territory before enemy forces had time to mobilise, organise defences and retaliate. German forces moved decisively at great speed and then moved on, having created panic among the civilian population and leaving the enemy government and its military confused and ineffectual. Reinforcements then took control of the newly gained territory.

Other historians contest this and argue that, rather than being a new, carefully planned form of warfare, Germany's military actions at this time evolved in response to doing what was needed to gain quick victories. They say that blitzkrieg, a term invented by *Time* magazine reporters, became a convenient explanation for the Allies' early failures.

#### The evacuation of Dunkirk, May–June 1940

By 20 May 1940, advancing German forces had pushed British, French and Belgian troops back to an area of coastline about 97 km in length and 24–40 km in width around the French port of Dunkirk, just south of the French–Belgian border. The Germans surrounded them and blocked potential support from the rest of the Allied forces in France.



British Prime Minister Winston Churchill called on anyone with a boat to make the trip across the English Channel and bring home the Allied troops. For some reason, the Germans halted their advance and enabled this to happen. Over a nine-day period from 26 May to 3 June 1940, people came in fishing boats, lifeboats, merchant marine ships, warships and yachts and succeeded in rescuing over 338 000 Allied troops.

**SOURCE 2** A section of Charles Ernest Cundall's *The withdrawal from Dunkirk*, 1940. It shows the boats that transported men to the ships offshore and also the smoke from burning oil tanks.



### The Battle of Britain

Germany's air force, the *Luftwaffe*, conducted a major bombing campaign in Britain from early July until the end of October 1940. Its goal was to destroy the Royal Air Force (RAF) and the British navy in preparation for Operation Sea Lion, Hitler's plan to invade Britain. Initially, German planes targeted convoys in an attempt to force RAF planes into the air to protect them, and also attacked RAF airfields and radar installations. The destruction of the RAF would make it much easier to bomb Royal Navy shipping.

Despite having well-trained crews and more planes than the British, the *Luftwaffe* failed to defeat the RAF. This failure was due to the RAF having:

- more effective leadership and organisation
- very good radar communication
- Hurricane and Spitfire fighter planes, which were better suited to the battle conditions than the Germans' Messerschmitts.

### The Blitz

From 7 September 1940 until 10 May 1941, the *Luftwaffe* turned its attention to almost nightly bombing raids on London and other major British cities in a campaign known as *the Blitz*. Bombs included:

- high explosives (usually with a timed fuse)
- parachute mines, which had maximum impact on concrete and steel structures
- incendiary bombs, designed to start fires.



The Germans hoped this campaign would destroy civilian morale and inflict such serious damage on important industrial centres that Britain would ask for peace. Nearly 43 000 civilians died, and in London bombing destroyed or damaged one million homes. Despite this, the bombing failed to either ruin Britain's war industries or to demolish civilian morale. Eight months after the Blitz started, the German military abandoned its plan to invade Britain.

**SOURCE 3** A member of a first-aid post describes the bombing of 14 September 1940.

The church was a popular shelter ... The bomb had burst in the middle of the shelter. The scene resembled a massacre with bodies, limbs, blood and flesh mingled with little hats, coats and shoes. The people were literally blown to pieces. The work of the ARP [air-raid precaution] services was magnificent — by nine o'clock all the casualties were out ...

After a heavy raid there was the task of piecing the bodies together in preparation for burial. The stench was the worst thing about it — that, and having to realise that these frightful pieces of flesh had once been living, breathing people. It became a grim and ghastly satisfaction when a body was reconstructed ... There were always odd limbs which did not fit, and there were too many legs. Unless we kept a very firm grip on ourselves, nausea was inevitable.

From B. Walsh, *GCSE Modern World History*, 2nd edn, Hodder Education, London, 2001, p. 314.

### Australia's early involvement

When war began, there were about 450 Australian pilots serving within Britain's RAF. They took part in campaigns to try to prevent the German takeover of Norway, the Netherlands, Belgium and France. About 35 Australian fighter pilots also took part in the Battle of Britain either as part of RAF or with the Royal Australian Air Force (RAAF). From June 1940, the 18th and 25th Second Australian Imperial Forces (2nd AIF) brigades served six months in Britain as part of a reserve force ready to fight off a German invasion.

The No. 10 RAAF squadron was already undergoing training in Britain. It stayed there throughout the war, taking part in anti-submarine patrols, sinking U-boats (German submarines), air-sea rescue operations and escorting Allied shipping convoys.

**SOURCE 4** Photo showing ruins near St Paul's Cathedral after London's heaviest night of bombing on 31 December 1940



### The Battle of the Atlantic, September 1939 – May 1945

From 1939 onwards, Britain imposed a naval blockade to prevent merchant ships delivering supplies for Germany's war effort. Germany retaliated by sending U-boats to torpedo merchant ships supplying Britain from the United States. By late 1942, German U-boats had destroyed over 2600 ships and Britain was under severe threat.

Warships and the speedy, lightly armoured corvettes that accompanied merchant shipping were fitted with radar-like equipment. This helped crews detect submerged U-boats and launch depth charges to destroy them. Aircraft also helped pinpoint U-boats near the surface waiting to discharge torpedoes. By mid 1943, these measures enabled convoys of war supplies for Britain to travel in relative safety.

### 3b.3 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

#### Check knowledge and understanding

1. Use your own words to explain the terms *phony war*, *blitzkrieg* and *blitz*.
2. Collect five images that show how British life changed between August 1939 and August 1940. Share and explain your images in pairs or with a small group.
3. How was the Battle of the Atlantic similar to and different from usual military battles?
4. As you work through this topic, record the names of the different types of weapons used during World War II.

#### Develop source skills

5. Study **SOURCE 1**. List the areas that Germany brought under its control by c. mid 1940.
6. Study **SOURCE 2**. Explain how the artist has used his painting to convey a sense of the heroism of British efforts at Dunkirk.
7. What types of information does **SOURCE 3** provide?
8. Refer to **SOURCE 4**. Find out some information about St Paul's Cathedral and use it to explain how Londoners might have felt about sights like this during the Blitz.

## 3b.4 War in North Africa and the Mediterranean

### 3b.4.1 Greece and Crete, October 1940 – May 1941

Italy was economically weak and its soldiers ill-equipped, but its leader, Benito Mussolini, was determined to gain more land. On 10 June 1940, he declared war on France and Britain and successfully invaded southern France. In November 1940, Italy occupied territory in Corsica and south-eastern France. Mussolini also sought to expand his territory in Africa and into the Mediterranean.

In October 1940, Italian forces invaded Greece, where they were soon in retreat from Greek defenders. In March 1941, Allied troops came in to support Greece. When they gained control of Greece's airfields, Hitler's troops invaded from Axis ally Bulgaria on 5 April 1941.

Australia's 6th Division, along with New Zealand, British and Polish troops, took a key role in the Allied defence of Greece. With little air support and shortages of tanks and anti-aircraft guns, they were no match for their well-equipped German enemies using the *blitzkrieg* tactic of coordinated ground troop, tank and air assaults. Language barriers and insufficient equipment made it difficult for them to coordinate actions with their Greek allies. Axis forces moved steadily southwards, forced the Allied forces to withdraw and, in so doing, prevented a likely British attack against Romania's oil fields, on which the Germans relied as a source of fuel.

Australia began to pull out of Greece on 24 April 1941. Three hundred and twenty Australian soldiers had died there and over 2000 had become prisoners. Some troops were evacuated to Crete, which German paratroopers invaded on 20 May. Following the German victory over Crete on 30 May, many more Australians became prisoners of war as there were not enough ships to evacuate them.

### 3b.4.2 North Africa, June 1940 – May 1943

In June 1940, Italy launched attacks from their East African colonies (Ethiopia, Italian Somaliland and Eritrea) into the Sudan, Kenya and British Somaliland. They had some initial small successes and forced the British to evacuate their territory. From January 1941, Allied forces counter-attacked, regained control of British Somaliland and by November had largely defeated Italy in this region.

#### Libya

In September 1940, Italy sent 236 000 troops across the border from Italian-controlled Libya into British-occupied Egypt. The Italians, unaware that they vastly outnumbered the 36 000 British troops

stationed in Egypt, scattered their forces over too wide an area to be able to assist one another. The Italians' outdated tanks and machine guns put them at a further disadvantage. When British and Indian troops launched a sudden attack in December, the Italians were unable to respond effectively.

In early 1941, Allied troops (now numbering 60 000 with reinforcements from India, New Zealand and the 6th and 7th divisions of the AIF) forced the Italians to retreat into Libya. On 4 January, soldiers from the 6th Division, with British tank support, captured Bardia, a fortress town on the Libyan coast. This was the Australian troops' first major involvement in the war. They then went on to capture the strategically important port of Tobruk on 22 January and the city of Benghazi (Libya's 'second capital') on 6 February.

British General Wavell expected to cap off these victories by moving on to take the Libyan capital, Tripoli, and forcing Mussolini out of North Africa. Instead, Winston Churchill ordered most of Wavell's troops to move on to Greece. Germany sent in General Erwin Rommel (1891–1944) and his **Afrika Corps**, to assist the Italian efforts. Rommel's well-trained troops soon forced the remaining Allied troops to retreat.

**SOURCE 1** General Erwin Rommel, nicknamed the 'Desert Fox', on the cover of the German propaganda magazine *Signal* in September 1942



**SOURCE 2** The key areas where the Allied and Axis powers battled for the control of North Africa



## The Rats of Tobruk, 11 April – late December 1941

From 10 April 1941, Rommel's Afrika Corps laid **siege** to Tobruk, a key base from which the Allies could defend Egypt and the Suez Canal. The 9th AIF Division and part of the 7th were sent to help defend Tobruk for 'at least eight weeks'. By controlling Tobruk and its harbour, the Allies could force the Germans to rely on supplies from Tripoli, 1400 km away across the desert. Ships from the British Royal Navy and the Royal Australian Navy braved enemy bombardment to deliver supplies to the Tobruk garrison.

The Allies at Tobruk faced a force twice as large, together with ongoing shelling, bombing and ground attacks. Germany's English language propaganda program described them as 'rats caught in a trap'. The term became a symbol of pride for the 14 000 Australians who made up over 50 per cent of the Allied soldiers defending the garrison.

During the eight-month siege, the 'Rats' strengthened the garrison's defences by installing barbed wire and mines around the town's perimeter. They fought from trenches on three sides of the town to fend off enemy attacks and conducted night-time raids to sabotage enemy equipment and attack enemy soldiers.

### **SOURCE 3** An Australian soldier's description of fighting conditions at Tobruk

Dust storms, heat, fleas, flies, sleepless nights, when the earth shook with the roar of the enemy's fury, daring raids into no man's land through mine fields and barbed wire, scorching day after day in the front line, where no man dared stand upright, but crouched behind a knee-high protection of rocks — all these things had been the lot of the defenders of Tobruk.

*The Age*, 24 November 1941.

It was late November before Allied reinforcements arrived with the numbers and supplies necessary to defeat the siege, the first major setback for German forces. By this time, the Royal Navy had evacuated most of the Australians for service closer to home. The siege resulted in 559 Australian deaths, nearly 2500 wounded and 941 Australian prisoners of war. Rommel's surprise counterattack on 1 January 1942 forced the British-led Eighth Army to retreat but ended in a stalemate while each side rebuilt its fighting capability.

### **SOURCE 4** Photograph showing Australian troops on sentry duty near Tobruk in September 1941



AWM 020623

## War in Egypt

For strategic reasons, both sides needed to control North Africa. The Allies needed to be able to maintain a supply route via the Suez Canal. Germany needed access to Middle East oil supplies. The British defeat of the siege of Tobruk helped the Allies regain the advantage, but by mid 1942 Rommel's troops had gained a good foothold in Egypt and were threatening Britain's control of the Suez Canal.



In July 1942, with the First Battle of **El Alamein**, Allied forces halted the German advance. Both sides paused to regain their strength. Rommel's men were exhausted and struggling to obtain supplies, especially fuel supplies. Then in August 1942, British General Bernard Montgomery (1887–1976) took charge and began to put Rommel under further pressure. Montgomery's plan was to train and build up Allied forces to the point where they could destroy the **Panzer Army Africa**.

### The Second Battle of El Alamein, 23 October – 4 November 1942

On October 23 1942, General Montgomery launched a counter-offensive westward against the Panzer Army Africa at El Alamein. By this time, the Panzer Army Africa had dug in behind barbed wire and a minefield with as many as 500 000 mines. Montgomery had twice the number of men and twice as many tanks.

When the offensive failed to break through the German lines, Montgomery ordered the 9th AIF Division to attack from the enemy's heavily defended northern side. The Australians advanced against Rommel's troops in a week of intense fighting and Rommel had to call for reinforcements from the south. This opened the south to a successful Allied tank advance.

On 4 November Montgomery's army broke through the German lines and forced the Afrika Corps into a general retreat, having sustained huge losses. Montgomery praised the role of the AIF's 'magnificent' 9th Division in this campaign. It had had 6000 casualties between July and November 1942. The 9th Division returned to Australia in January 1943, thus ending Australia's involvement in the campaign in North Africa.

The Allies continued westwards towards areas of North Africa controlled by **Vichy France**. By April the Axis forces faced the Eighth Army on one side and the US First Army on the other. They surrendered on 13 May 1943. The Allies captured over 250 000 prisoners of war, although Rommel was not among them.

#### RETROFILE

When Nazi leaders learned that Rommel sympathised with the views of those involved in the July 1944 plot to kill Hitler, they offered him the choice of a trial or a cyanide pill. Rommel committed suicide on 14 October 1944. The government was determined to maintain his image as a hero. It stated that he had died of wounds caused during an Allied aerial attack, gave him a state funeral and buried him with full military honours.

### The significance of El Alamein

By mid 1942, Germany controlled most of western Europe and had made significant advances into eastern Europe, and its U-boats were severely interrupting supply routes between the United States and Britain. The defeat of Rommel at El Alamein changed this trend.

The North African front strained Germany's resources and cost it some of its best soldiers. Allied success there ended Germany's plans of controlling the Middle East oil fields and gave the Allies control of Mediterranean shipping and a base from which to launch attacks on Italy and the Balkans.

## 3b.4 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. How did Italy's goals in North Africa differ from those of Germany and Britain?
2. What advantages did Montgomery have over Rommel in the North African campaign?
3. What role did Australian troops play in North Africa?
4. Why was victory in North Africa important to the Allies?

### Develop source skills

5. Refer to **SOURCE 2** and identify six towns where battles were fought in North Africa, and the country in which each is located.
6. How do **SOURCES 3** and **4** differ in the information they provide about the siege of Tobruk?



## 3b.5 The Eastern Front

### 3b.5.1 Operation Barbarossa, 22 June 1941

On 22 June 1941, Hitler launched Operation Barbarossa — the invasion of the Soviet Union — and thus opened a new fighting front. The massive attack involved approximately 3.3 million men, 3500 tanks and thousands of aircraft along a 2900-kilometre front from Leningrad in the north to Odessa in the south. His goals were to:

- gain land ('living space' or *lebensraum*)
- gain much-needed agricultural and oil resources
- gain a slave labour force from people Hitler considered racially inferior
- destroy the Soviet Union's Communist government.

The attack surprised Soviet forces and they were unable to respond effectively. German forces captured the cities of Minsk and Smolensk within weeks. They laid siege to Leningrad, took the city of Kiev and captured over 600 000 Soviet troops in September and were on the outskirts of Moscow, the Soviet capital, by November 1941. By this stage, over one million Russians were dead, over three million were prisoners of war and the Soviet Union had lost control of approximately 60 per cent of its aluminium, coal, iron and steel resources.

Germany's forces then began to fall victim to shortages of fuel and equipment and to the bitterly cold Russian winter for which they didn't have proper clothing. The cold also made it hard for them to operate their tanks. They were unable to gain control of Moscow, and Leningrad, remained under siege but not defeated. Against the advice of his generals, Hitler redirected the bulk of his troops towards the south of the Soviet Union.

**SOURCE 1** Map showing Germany's invasion of the Soviet Union from 1941 to late 1942



## The Battle of Stalingrad, 23 August 1942 – 2 February 1943

In June 1942, the German army's goals were to defeat Soviet forces in the south of the Soviet Union, to capture and control the Baku oilfields, and to cut off Stalingrad on the River Volga. Stalingrad was one of the Soviet Union's key industrial and manufacturing cities and an important rail and water link between the north and the south.

German forces were initially successful as they proceeded south and, by 23 August 1942, they had encircled Stalingrad. In early September, German air force bombing destroyed most of the city. General von Paulus' Sixth Army advanced into the city, where it soon found itself engaged in months of street fighting, battling Soviet soldiers for control of the city. One million Soviet troops — supported by tanks, aircraft and rocket batteries — came to defend Stalingrad and leaders kept sending in reinforcements. As winter set in, the German troops were cut off from ammunition and food supplies and, facing starvation, had no rations for their 12 000 wounded soldiers.

By 2 February 1943, General von Paulus and all the German troops had surrendered. The battle marked an important turning point in the war. From Stalingrad onwards, Soviet troops began to regain territory and the German forces were in retreat.

## The Battle of Kursk, July–August 1943

In July 1943, the Germans waged a counter-attack against Soviet troops at Kursk. By this time, Soviet forces had vast resources at their disposal — tanks, aircraft and anti-tank rockets — all of which, unlike the Germans, they could quickly replace. They also had the advantage of several months of forewarning, which enabled them to prepare a sophisticated and effective defence system that would wear the Germans down.

With Luftwaffe aircraft called home to assist with defence against Allied bombing attacks on Germany's railroads and factories, Germany's troops at Kursk were severely weakened. The great tank battle of Kursk ended in German defeat and confirmed Germany's retreat from the Soviet Union.

German forces were in retreat on the eastern front from the time of the Russian victory at the Battle of Stalingrad in early 1943. Stalin had long demanded that his Allies establish a western front so that Russia did not have the full burden of defeating Germany in Europe. This was slow to eventuate, and planning for an invasion force to defeat Germany from the west continued throughout most of 1942 and 1943.

**SOURCE 2** Photograph showing German prisoners of war after the Battle of Stalingrad



**SOURCE 3** Photograph taken on 1 July 1943 during the Battle of Kursk, said to be the largest tank battle in history



## 3b.5 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. How did Germany's situation on the Russian Front change in the period from June 1941 to August 1943?
2. What was the significance of war on the eastern front for (a) Germany and (b) the Allies?

### Develop source skills

3. What evidence does **SOURCE 1** provide of the success of Germany's invasion of the Soviet Union?
4. What types of information could a historian learn from **SOURCES 2** and **3**?

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Deepen and check your understanding of the topic with the following resources and auto-marked questions:

• World War II in Europe

## 3b.6 The Holocaust

### 3b.6.1 Nazi racial theory

The **Holocaust**, also called the Shoah, was the Nazi-organised killing of over six million Jewish men, women and children — two-thirds of Europe's Jewish population — during World War II. In the years prior to the Holocaust, the Nazi Party had already denied Jews their rights as citizens and as humans and had increasingly made them social outcasts.

The Nazis believed that humans belonged to a hierarchy of different racial groups, of which a supposed Aryan master race — characterised by people who were tall, with light brown or blonde hair and blue or light-coloured eyes — was at the top and *untermenschen* (sub-humans) were at the bottom. According to this theory, Slavic peoples (e.g. Russians, Poles and Serbs) were sub-human and useful as slave labour only. Lower still were those Hitler labelled 'life unworthy of life' — a group including criminals, homosexuals, the mentally ill, gypsies and, especially, Jews. Schools taught these ideas as scientific 'fact'.

Nazis believed that Germany could become strong again by regenerating its master race and eliminating those at the bottom of this hierarchy. They used their racial beliefs to encourage people's pride in membership of a master race and to channel their discontent into hostility towards Jews, whom they blamed for Germany's economic hardships.

### 3b.6.2 Anti-Semitic policies

From the time the Nazis came to power in 1933, they used the law and propaganda to pursue their **anti-Semitic** beliefs. For example, the Nazis:

- enforced a national **boycott** of Jewish businesses (marked with a Star of David emblem)
- dismissed Jews working in the civil service (1933)
- limited Jews' access to schools and universities (1933)
- prevented Jewish lawyers from working within the legal system (1933) and Jewish doctors from obtaining medical insurance (1934)
- excluded Jews from German citizenship under the 1935 Nuremberg Laws
- denied Jews their property rights (from 1937)
- organised *Kristallnacht*, a violent attack on Jews and their property (November 1938).



Nazi propaganda messages and images portrayed Jews in a negative way and encouraged people to exclude Jews from mainstream society by forbidding them entry to cafés, transport and public facilities such as swimming pools.

- SOURCE 1** (a) An illustration from the 1936 children's book *Trust No Fox on his Green Heath and No Jew on his Oath*. It depicts the 'benefits' of the 1933 exclusion of Jewish teachers from schools and the limiting of Jewish students to 1.5 per cent within any particular school.
- (b) The text that accompanied the illustration in part (a). The author and illustrator was Elvira Bauer, an 18-year-old art student. The print run for the book was 100 000 copies.



(b) It's going to be fine in the schools at last,  
For all the Jews must leave.  
For big and small it's all alike.  
Anger and rage do not avail  
Nor utmost Jewish whine nor wail.  
Away with all the Jewish breed.

'Tis the German teacher we desire.  
Now he leads the way to cleverness,  
Wanders and plays with us, but yet  
Keeps us children in good order.  
He makes jokes with us and laughs  
So going to school is quite a joy.

### 3b.6.3 The 'final solution'

As Nazis gained control of other areas of Europe, more Jews became victims of their anti-Semitic policies. These became more threatening, isolating and violent from 1939 onwards. Nazis ordered Jews to wear the Star of David on their clothing. They rounded Jews up, forcibly evicted them from their homes and transported them to overcrowded and unsanitary conditions in **ghettos** and from there to **concentration** (or **labour**) **camps**.

In the period from mid 1941 to mid 1942, Nazi *Schutzstaffel* (SS) troops began to systematically kill Jews by means of a series of mass shootings in the Soviet Union. At Babi Yar, near Kiev, they killed over 33 000 Jews over two days in late September 1941. By this time, Hitler had decided that mass extermination of all the Jews in Nazi-controlled territory would be the 'final solution' to the Jewish 'problem'.

**SOURCE 2** Map showing the location of the main Nazi concentration and extermination camps



At a conference at Wannsee, Berlin, in January 1942, senior officials met to decide how to implement this. SS officials, concerned that mass shootings were undermining SS morale, decided to change the killing method to mass gassings. Concentration and labour camps already existed throughout the territories they controlled. The Nazis converted six of these, in mainly remote areas of Poland, into extermination (death) camps.

**SOURCE 3** Table showing extermination camps and approximate numbers killed by gassing

Camp	Use as a death camp	No. of Jews killed (approx.)
<b>Chelmno</b>	December 1941 – March 1943 June 1944 – January 1945	152 000–320 000 (some by mass shooting)
<b>Auschwitz-Birkenau</b>	Early 1942 – January 1945	1 000 000
<b>Majdanek</b>	Early 1942 – July 1944	59 000–125 000
<b>Sobibor</b>	May 1942 – October 1943	250 000
<b>Treblinka</b>	July 1942 – October 1943	870 000
<b>Belzec</b>	March 1942 – June 1943	600 000

After gassing people in sealed vans (at Chelmno) or in gas chambers, the Nazis made other camp inmates dispose of the bodies by dumping them in mass burial pits or cremating them in ovens. The Nazis also collected from the bodies any money or jewellery that had been hidden and anything, including hair, that they could adapt to other uses.

Millions of Jews also died from diseases such as typhus, forced labour conditions, starvation, and as victims of medical experiments and individual shootings.

**SOURCE 4** Photograph from 12 April 1945, showing rows of bodies at the Nazi concentration camp at Nordhausen, Germany, which US troops had discovered the previous day



### 3b.6 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

#### Check knowledge and understanding

1. Explain the Nazis' racial ideas regarding the Jews.
2. Create a flow chart to show the steps the Nazis took to put these ideas into practice.

#### Develop source skills

3. Create a two-column table to compare the ways in which Aryans and Jews are depicted in **SOURCE 1(a)** and **(b)**. What message were children meant to pick up from this book?
4. Study **SOURCE 2**. Identify the camps that were established as extermination camps.

## 3b.7 The Pacific

### 3b.7.1 Pearl Harbor, 7 December 1941

In 1940, Japan allied itself with the Axis powers. By 1941, Japan had effectively been engaged in a 10-year campaign of expansion in East Asia (see subtopic 3b.2) in the quest for much needed resources, especially oil.

Japan resented the United States for freezing its US assets, restricting its trade opportunities and providing military and financial assistance to Japan's enemies. Before expanding further into South-East Asia, Japan wanted to remove the threat of the US Navy based at Pearl Harbor, Hawaii.



War in the Pacific began with Japan's surprise attack on Pearl Harbor on 7 December 1941. In two hours of bombing, Japan:

- sank or damaged 21 American ships, including eight battleships and four destroyers
- destroyed 188 aircraft and damaged 159
- killed nearly 2400 American military personnel
- wounded over 1000 people (including civilians).

Fortunately for the US, none of its three aircraft carriers was at the base at the time. The Japanese also missed damaging the navy's facilities on land and its submarine base.

**SOURCE 1** Photograph showing U.S. Navy battleships USS *West Virginia* (sunken at left) and USS *Tennessee* shrouded in smoke following the Japanese air raid on Pearl Harbor



Until this time, Americans had been divided over the question of involvement in the war. The shock attack united them in a commitment to working for Allied military victory. On 8 December 1941, the United States declared war on Japan. On 11 December, Hitler declared war on the United States and so brought the United States into the European war.

### Australia's response

In response to Japanese expansion, Australia had stationed its 8th Division in Malaya from 1940. On 9 December 1941, following Japan's declaration of war on Britain and the Commonwealth, Labor Party Prime Minister John Curtin announced Australia's declaration of war on Japan. By this time, the Japanese had begun their attack on Singapore, the island at the southern end of the Malay Peninsula and the home of Britain's navy in Asia.

War was coming closer to Australia and the British navy was clearly unable to protect it. Australia's trained troops were all serving overseas. There were only 15 RAAF squadrons and the Citizens' Military



Forces infantry reserve available for home defence. Against the wishes of British Prime Minister Churchill, Prime Minister Curtin transferred the 6th and 7th AIF divisions from the Middle East to service closer to home and announced the need for Australia to look to the United States for assistance. In early 1942, Churchill and Curtin engaged in a 'war of cablegrams' as Churchill tried to influence Curtin to submit to his will.

**SOURCE 2** Australian Prime Minister John Curtin's December 1941 speech announcing a changed relationship with Britain and the United States

[The] United States and Australia must have the fullest say in the direction of the [Pacific] fighting plan ... I make it quite clear that Australia looks to America free of any pangs as to our traditional links or kinship with the United Kingdom. We know the problems the United Kingdom faces. We know the constant threat of invasion ... but we know too that Australia can go, and Britain can still hold on ... We are therefore determined that Australia shall not go and we shall exert all our energies towards the shaping of a plan, with the United States as its keystone, which will give our country confidence of being able to hold out until the tide of battle swings against the enemy.

*The Herald*, 27 December 1941.

### 3b.7.2 The fall of Singapore, 15 February 1942

The Pearl Harbor attack was part of a series of Japanese attacks around the Pacific. The day after the attack on Pearl Harbor, Japan invaded the Malay Peninsula and Japanese soldiers began their advance through the Malay jungle towards Singapore. At the same time, Japanese aircraft began bombing Singapore's key sites.

Singapore had expected an attack from the sea and Allied forces struggled to respond effectively. Their fighting power was even weaker after Japanese bombers sank the British warships *Repulse* and *Prince of Wales* off the Malay coast on 10 December 1941.

In late December, RAAF squadrons were ordered to evacuate the area and British, Indian and Australian troops, along with thousands of refugees, retreated to the island of Singapore. The Japanese attack there began on 8 February and within six days had reached Singapore city. Allied forces were battle weary, depleted in numbers and weakened by a poorly coordinated defence strategy. Royal Australian Navy (RAN) warships escorted merchant and other ships that were struggling to help people escape capture.

The fall of Singapore and its British naval base on 15 February 1942 was a significant blow. The British had believed Singapore could not be taken, especially by the Japanese whom they thought of as inferior fighters. Australia had believed that Britain's presence in Singapore would protect it from a Japanese invasion.

Allied attempts to hold Singapore led to the capture of 85 000 troops, including 15 000 of the Australian 8th Division. By early 1942, 2000 Australians had died fighting the Japanese and 22 000 had become prisoners of war. The Japanese continued to gain territory.

### Fighting to the north of Australia

The Australian government sent troops to the islands north of Australia to prevent Japan taking airfields from where it could launch attacks on the Australian mainland. Lark Force, comprising infantry, coastal artillery and an RAAF bomber squadron, unsuccessfully attempted the defence of the port of Rabaul in Papua New Guinea. Japan took the port on 23 January 1942 and Rabaul became its south Pacific headquarters.

By mid March 1942, the Japanese had:

- defeated AIF troops sent to Ambon in the Dutch East Indies (Indonesia) and Koepang in West Timor
- bombed Darwin (see subtopic 3b.10)
- engaged in (ultimately successful) guerrilla warfare against the AIF and Dutch forces in Portuguese Timor
- forced the surrender of Allied forces in Java (Indonesia). The USS *Houston* and the HMAS *Perth* had both sunk while trying to prevent the Japanese landing on Java.

**SOURCE 3** Map showing the extent of Japanese military expansion in South-East Asia from 1931 to 1942



By late March 1942, Japan controlled a large empire in Asia and the Pacific. Australia, fearing a Japanese invasion, was relieved to hear that the United States would establish its main south-west Pacific base within Australia and welcomed the arrival of American troops. US General Douglas Macarthur became Commander of the Allied forces in the south-west Pacific.

### 3b.7.3 The Battle of the Coral Sea, 4–8 May 1942

The Japanese goal at this time was to establish a blockade to prevent Australia receiving supplies from the United States. To achieve this, Japan intended to establish bases in Fiji, the New Hebrides, Papua New Guinea, Samoa and the Solomon Islands. In early May 1942, Japan set out to take Port Moresby in Papua New Guinea and sent aircraft carriers to patrol the area from which Allied ships might try to stop them.

Allied code-breakers gained advance knowledge of the planned invasion. US aircraft carriers and

**SOURCE 4** Cover of *The Australian Women's Weekly* on 25 July 1942



Australian cruisers and destroyers engaged the Japanese in the Battle of the Coral Sea and forced the Japanese to abandon their plans. This combined US/Australian victory marked the first time the Allies had been able to halt the Japanese advance in the Pacific.

### 3b.7.4 The battle of Midway, 3–6 June 1942

Japan realised that in order to maintain its empire, it needed to destroy US power in the Pacific. In early June 1942, Japan attacked Midway, an atoll on the western side of the Hawaiian islands. The Japanese hoped that by luring the United States into a battle here, it would be able to destroy the US threat once and for all and, at the same time, further extend its empire and acquire a base from which to attack Fiji, the New Hebrides and Samoa.

Once again, code-breakers had provided the United States with advance information of the timing and location of the attack. US naval forces sank four Japanese aircraft carriers and one cruiser and destroyed nearly 250 aircraft. Over 3000 Japanese died compared to 300 Americans. The United States had achieved its first major victory over Japan and, by weakening Japanese sea power, forced Japan to abandon its plan for conquering other Pacific islands.

### 3b.7.5 Battling the Kokoda Trail: July–November 1942

On 21 July 1942, the Japanese invaded Gona on Papua New Guinea's north coast. Their goal was the town of Port Moresby in the south. Control of Port Moresby would:

- give them a base from which to launch bombing raids against Allied bases in northern Australia
- aid in their plan to cut off supply lines between Australia and the United States.

The Battle of the Coral Sea had interrupted Japanese plans to capture Port Moresby via a seaborne invasion. To get there over land, the Japanese had to go via the Kokoda Trail, a narrow track through dense jungle, on the edge of the Owen Stanley Mountains, to Owers' Corner, 40 kilometres from Port Moresby. It could be travelled only on foot and in single file. The village of Kokoda, the location of the only air strip between Port Moresby and the north coast, was towards the northern end.

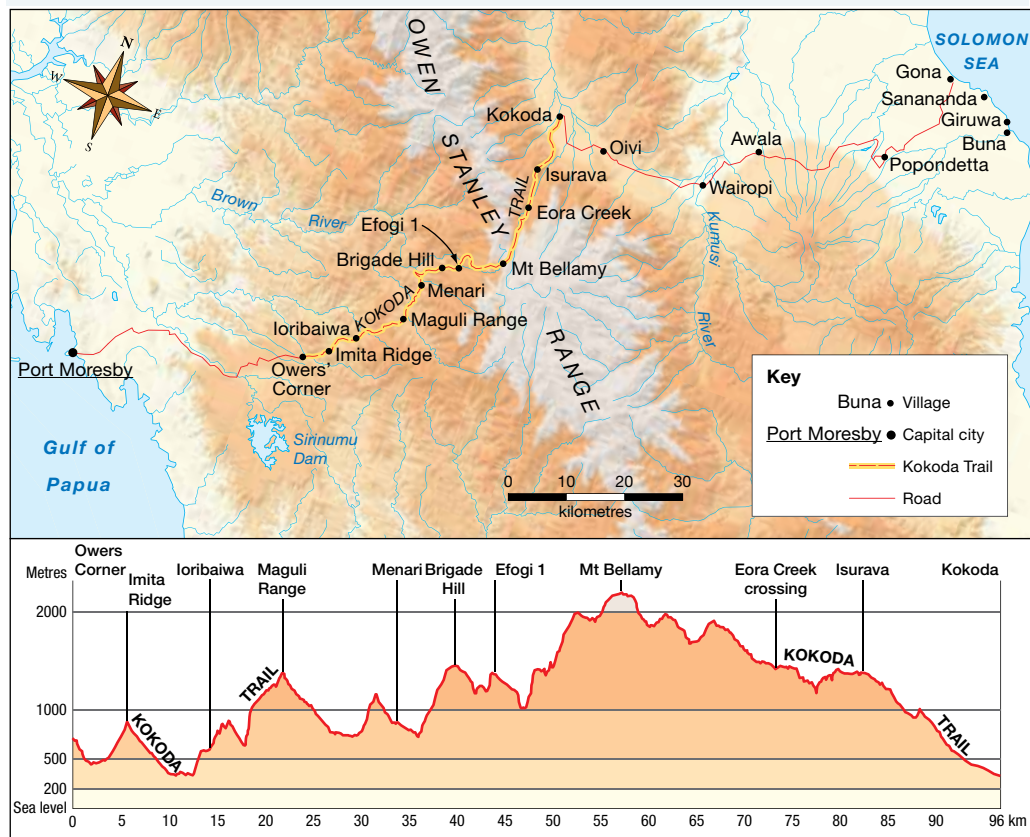
From July to September, the Japanese advanced rapidly and succeeded in pushing Australia's **39th Infantry Battalion**, along with members of the Papuan Infantry Battalion, back to Imita Ridge in the south. Australian field guns located at Owers' Corner (see **Source 5**) halted the Japanese at Ioribaiwa.

Up until this time, the Australians had been struggling with problems related to:

- their inexperience in jungle warfare
- hot, humid weather during the day and bitterly cold nights
- difficulties in the terrain
- tropical diseases, especially malaria
- outdated maps and poor intelligence
- inadequate equipment such as World War I weapons and ammunition shortages
- exhaustion
- difficulties in obtaining supplies.

With jeeps able to gain road access as far as Owers' Corner, the Australians could now replenish their supplies. By contrast, the Japanese had to rely on uncertain supplies from Gona. The arrival of reinforcements from the Middle East and news of Australian success at Milne Bay gave a further boost to the Australian soldiers' efforts.

**SOURCE 5** Map showing the Kokoda Trail and the links between it and the northern and southern coasts of Papua New Guinea and a cross section showing its terrain



**SOURCE 6** Photograph showing the 'Golden Stairs', part of the 3000 steps that army engineers cut into the Kokoda Trail during the initial climb up from Owers' Corner to Imita Ridge. They marked the beginning of the steepest section of the trail and were slippery and often covered in mud and water.



AWM 026821

From August 1942, Japanese troops had also been fighting the Americans on the island of Guadalcanal. As a result of their losses there, Japanese military leaders ordered their troops in Papua New Guinea to retreat and defend their positions at Gona, Buna and Sanananda on the north coast.

The Australians then fought the Japanese all the way back to the beaches of the north coast. Nine thousand Japanese (including fresh reinforcements), armed with machine guns and mortars, were ready to defend their well-prepared beachheads against battle-weary Australian forces joined by inexperienced and inadequately trained young US soldiers. It took until 23 January 1943 for the Allied forces to defeat the Japanese and be able to claim victory.

About 600 Australians lost their lives in the Kokoda campaign, 1600 were wounded and up to another 4000 contracted tropical diseases and other health problems. Many owed their lives to the efforts of the 'fuzzy-wuzzy angels', who delivered supplies and carried out the wounded.



From late August until early September 1942, Australians had also succeeded in repelling a Japanese invasion of the Allied base at Milne Bay on the south-east tip of Papua New Guinea. This and the Kokoda Trail victory were the start of the Japanese retreat on land.

**SOURCE 7** An Australian soldier's account of conditions on the Kokoda Trail

I was one of a party of considerable size, who were cut off in the dense jungle for fourteen long weary days without food.

All I had to eat for the first ten days was one tin of bully beef, one packet of hard biscuits, half pound dehydrated ration and a little chocolate ration.

... When we were permitted to light a fire, it was often too wet, as it rains up here every day and every night. We would be wet through and have to sleep in wet clothes, and would we shiver! ... All we had to sleep in was a holey ground sheet. The ground up in the jungle is never dry, and smells terribly, the leaves and trees are simply rotten through no sun ever penetrating the thick foliage.

### 3b.7.6 Guadalcanal: a turning point, August 1942 – February 1943

On 7 August 1942, American and other Allied forces launched a surprise offensive against the Japanese at Guadalcanal and its neighbouring islands in the southern Solomons. The Japanese were in the process of constructing an airfield at Guadalcanal and had a seaplane base on an island nearby. They saw these islands as bases from which to disrupt supply and communication links between Australia and the United States. For the Americans, the islands would serve as bases from which to neutralise Japan's major south Pacific base at Rabaul in Papua New Guinea.

Twenty thousand US Marines landed with support from American cruisers and destroyers and HMAS *Australia*, HMAS *Canberra* and HMAS *Hobart*. They managed to seize the airfield quickly but near midnight the following evening the Allies lost three ships, including the HMAS *Canberra*, during a surprise Japanese counter-attack from Rabaul.

The following months were marked by bitter and costly fighting involving land, sea and air battles and strained the supply capabilities of both sides. The Americans lost over 1500 personnel. They were able to replace men and resources more easily than the Japanese, who were significantly weakened by their aircraft and shipping losses and by the deaths of 25 000 trained and experienced infantry (14 000 were killed in action and 9000 died from disease or starvation). By November, the Japanese were planning to evacuate and by early February 1943, they had evacuated their remaining forces.

#### Significance of the battle

The battles at Guadalcanal were a turning point in the Pacific war. Their victory at Guadalcanal convinced the Allies that they could win the war in the Pacific. From Guadalcanal onwards, they were on the offensive in the Pacific and the Japanese on the defensive. The Allies went on to neutralise Rabaul and embark on the campaign of **island hopping** that would lead them steadily towards Japan.

Japanese efforts at Guadalcanal weakened Japan's abilities to succeed elsewhere, notably in the battles to defend their bases along the north coast of Papua New Guinea in late 1942. From this time onwards, the Japanese empire was contracting not expanding. Japanese forces could no longer control all of the territory they had taken and were in retreat on both land and sea.

### 3b.7.7 Island hopping, November 1943 – June 1945

General Douglas MacArthur and Admiral Chester Nimitz led the implementation of the island-hopping strategy. They wanted to position American forces within bombing range of Japan by capturing key islands one at a time, and using each newly acquired island as a base from which to 'leapfrog' to the next. They targeted those where Japan was weak and avoided those where Japanese forces had a strong presence.

General Macarthur's US and Australian forces headed to north-eastern Papua New Guinea and from there on to the Philippines. Admiral Nimitz's naval forces focused on retaking key islands from the island groups in the central Pacific — the Gilberts, the Marshalls, the Marianas and the Palau — and then moved on to the islands of Iwo Jima and Okinawa.

**SOURCE 8** Map showing the areas in which the United States carried out its island-hopping campaign



The battles were sometimes one-sided, often hard-fought, brutal and costly for both sides with the Japanese mounting determined resistance and willing to fight to the death rather than surrender. On Saipan (the Marianas), American forces sustained over 14000 casualties, while nearly all of Saipan's 31000 Japanese soldiers died, some as a result of a final desperate **banzai charge**. An estimated 22000 of Saipan's civilians, believing propaganda accounts of American barbarism, jumped from the cliffs in a mass suicide attempt.

From late 1944 onwards, as the Allies drew closer to Japan's home islands, the Japanese military called for **kamikaze pilots** to use their planes as manned missiles. Their goal was to destroy aircraft carriers and other enemy shipping and inflict large numbers of casualties. That the Japanese were willing to sacrifice

**SOURCE 9** Table showing Allied and Japanese deaths in some of the island-hopping battles

Place	Date	Japanese deaths	US deaths
Peleliu (the Palaus)	15 September – 25 November 1944	10695	2336
Leyte Gulf (Philippines)	23–26 October 1944	10500	2800
Iwo Jima (Japan)	19 February – 9 April 1945	20000	7800
Okinawa (Japan)	1 April – 21 June 1945	110000 military 75000 civilians	12520

these men and aircraft shows the lengths to which they were willing to go to avoid surrender. The Allies developed tactics to provide good defence against the kamikaze threat and became skilled in destroying these planes before they reached their targets.

In early April 1945, the US and British Pacific Fleets defeated the last Japanese naval threat. When ground troops took Okinawa, the final island, in June 1945, it seemed the Pacific war would soon be drawing to a close. The Allies bombed and firebombed Tokyo and other Japanese cities in preparation for the planned invasion of the Japanese mainland. They also placed mines in Japanese ports and waterways to destroy Japanese shipping and used their submarines to enforce a blockade preventing supplies reaching Japan.

### 3b.7 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

#### Check knowledge and understanding

1. How and why did the Pearl Harbor attack affect US attitudes to involvement in World War II?
2. Explain why the fall of Singapore was significant.
3. Outline the role of Australians in the Pacific war.
4. Identify and explain two turning points in the Pacific war.
5. What was island hopping and how did the Japanese respond to it?
6. Explain how the US position in the Pacific changed between December 1941 and June 1945.

#### Develop source skills

7. Read **SOURCE 2**. Write three to five lines to describe the context that prompted Prime Minister Curtin to make this speech.
8. What was the significance of **SOURCE 3** for Australia?
9. Refer to **SOURCE 4**. Explain why *The Australian Women's Weekly* would have used an image like this on its front cover at this time.
10. Which problems of fighting on the Kokoda Trail are evidenced in **SOURCES 5, 6 and 7**?
11. How would you explain the high numbers of Japanese deaths shown in **SOURCE 9**?

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Deepen and check your understanding of the topic with the following resources and auto-marked questions:  
🔍 World War II in the Pacific

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## 3b.8 Prisoners of war

### 3b.8.1 POWs

In the course of World War II, approximately 37 000 Australians became **prisoners of war (POWs)**. German and Italian forces captured about 15 500 of these in campaigns in Europe and the Middle East. They became POWs in camps in Austria, Germany and Poland. The Japanese captured over 22 000 Australians, who then became POWs in camps throughout East Asia. Those in POW camps in Europe had a much better survival rate than those in Japanese camps, where 36 per cent of the prisoners died and where forced labour, beatings, disease and starvation were common.

On 12 February 1942, 65 Australian nurses attempted to escape capture in Singapore by leaving on the ship the *Vyner Brooke*. Two days later, Japanese bombers attacked the ship and it sank just off Bangka Island. Twenty-two nurses made it to shore only to be shot by Japanese soldiers. The sole survivor of this group,

Sister Vivian Bullwinkel, spent 10 days in the jungle before being captured. She, along with 31 other nurses who had survived the sinking, became a POW in Indonesia. Only 24 of these women survived the war.

**SOURCE 1** An account of the POW experiences of the Australian nurses who had survived the sinking of the *Vyner Brooke*

The nurses sent the civilian women and children on ahead, remaining with the wounded on the beach. When the Japanese arrived, they marched the men around the corner of the beachhead, returning minutes later with bloodstained bayonets. The Australian nurses were then forced into the water and shot from behind. Only one, Staff Nurse Vivian Bullwinkel, survived the shooting. That is how we know about it. She was the tallest of the women and the bullet that struck her passed through her side just below waist level. After many days of living in the jungle, scrounging for food in the native villages and caring for the only male survivor, Private Kingsley, the two ... once more surrendered to the Japanese. This time they were taken into custody. Kingsley later died, but Bullwinkel survived and was reunited with thirty-one of her colleagues [who became] prisoners of the Japanese on Bangka Island, together with hundreds of other women and men.

The men were separated almost immediately. The women were to be moved many times during the next three and a half years, spending most of their time at Palembang in Sumatra. The Japanese refused to recognise the Australian nurses as military personnel ... they received no Red Cross parcels and were not permitted to write home for eighteen months, or receive mail ... through it all they retained dignity, close friendships, an ability to cope and adapt ... the last few months were very hard ... eight of the women died in those final months.

G. Hunter-Payne, quoted in *On the Duckboards: Experiences of the Other Side of War*, Allen & Unwin, Sydney, 1995, pp. 44–6.

### 3b.8.2 Changi

Changi in Singapore was the main Japanese POW camp. It comprised a former British Army barracks set amid thousands of acres of land at Selerang and a fairly new and modern civilian prison in the village of Changi, two kilometres away. While Changi had to accommodate 15 000 prisoners in facilities designed for the use of about 1500, conditions there were, to begin with, comparatively better than those in other Japanese-run POW camps. Their captors provided adequate food and medicine, and the soldiers (at Selerang) continued to observe the military discipline of their former lives and had freedom to organise their own entertainment.

The Japanese organised prisoners into work parties there, and then often sent them to work at forced labour camps in Indonesia, Malaysia, Thailand, Indochina, Burma, Manchuria, Korea, Formosa (Taiwan) and in Japan itself. Sea voyages to these places left the POWs vulnerable to attacks by US submarines patrolling these areas. Three such attacks resulted in the deaths of 1700 POWs.

#### Death before dishonour

The Japanese were not prepared for the large numbers of Allied prisoners they had under their control. Japanese soldiers thought it dishonourable to be taken prisoner and were more likely to commit suicide than allow this to happen. For them, a soldier's duty was to fight to the death and they had little respect for those who surrendered. The Japanese treated their prisoners in accordance with the attitude that those who had chosen to live rather than to die honourably deserved little.

By late 1942, conditions at Changi, like those at most camps, were more in line with these attitudes.

**SOURCE 2** Photograph of the Changi hospital ward in September 1945 showing members of the AIF's 8th Division, recently released after the Japanese surrender and all suffering from malnutrition



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Changi POWs worked on heavy labour tasks around Singapore, loading ships, clearing sewers, building roads and repairing the docks. The Japanese made dramatic cuts to food and medical supplies and the daily rice ration comprised only half the calorie count needed for survival. The Japanese had not signed the **Geneva Convention** and did not abide by it.

Life in a POW camp was a daily struggle for survival. Some of the worst experiences were suffered by prisoners in Indonesia and Thailand. Over 18 months in 1942 and 1943 the Japanese forced 60 000 POWs to work on the construction of the Thai–Burma Railway from Bangkok in Thailand to Rangoon in Burma. There were 2815 Australians among the 16 000 who died there. In 1945, the Japanese ordered two forced ‘death marches’ of Australian and British POWs from Sandakan on the coast of Borneo (Indonesia) to Ranau, 2000 metres higher. Six of the original 2345 survived.

**SOURCE 3** An extract from Stan Arneil’s account of his period on the Thai–Burma railway from May–December 1943

It has been estimated that 100 000 prisoners and coolies\* died during the construction of the railway, approximately 393 people for every mile of the track. Troops died from every known tropical disease and from sheer exhaustion.

So constant was the torrential rain that the troops were wet for months on end, many of them had no shirts, others only lap laps and most in bare feet. Men died in such numbers that the traditional ‘Last Post’, the haunting bugle call normally played at military funerals, was played only once per week, for all those who had died during the week. It was thought that the sounding of the ‘Last Post’ for every death, sometimes six or seven a day, would have had a depressing effect on the troops.

The group of prisoners of whom I was a member was known as F Force and suffered the highest percentage of deaths of any force on the railway. Of a force of 7000 men, 3096 died, forty four per cent of its original strength, in nine months. Many more died later as a result of the disease and privation they had suffered on the railway.

The rate of deaths was so great that there was not time, and not sufficient men strong enough, to dig graves. The dead were cremated on bamboo fires and a handful of ashes of each man collected in a separate bamboo container cut straight from the bamboo.

Many of those who returned from the railway never recovered their former health.

It was a period when the Australians concentrated solely on the business of living, almost willing themselves to live.

Stan Arneil, *One Man’s War*, Sun Books (Pan Macmillan), Melbourne, 1982, p. 91.

\* Australians at that time did not distinguish between different Asian groups such as Chinese or Indian, and just used a general term for unskilled labourers.

## 3b.8 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. How many Australians became POWs and where were they imprisoned?
2. What was the Japanese attitude towards POWs and how did they show this?

### Develop source skills

3. What message is the writer trying to convey in **SOURCE 1** and what evidence supports this message?
4. Use **SOURCES 2** and **3** and your own knowledge to explain why prisoners found it hard to survive a Japanese POW camp.

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Complete this digital doc: Worksheet 3b.8 Life as a POW (doc-23147)

## 3b.9 Ending the war

### 3b.9.1 Defeating Germany

Defeating Germany was the United States' first priority. From 1942 onwards, US General Dwight D. Eisenhower (1890–1969), Supreme Commander of the Allied forces in Europe, was planning to invade western Europe. By creating a second European front, the invasion would relieve the fighting burden of the Soviet Union. Knowing that invasion preparations would not be finalised until 1944, Britain and the United States continued and intensified their aerial bombing campaign against military, industrial and, increasingly, civilian targets within Germany.

#### The bombing of Hamburg and Dresden

The bombing of Hamburg in 1943 and Dresden in 1945 led people to ask whether there was any moral justification for these air raids. On 24 July 1943, RAF and US Eighth Air Force squadrons began a seven-night bombing campaign over Hamburg. On the night of 27–28 July, in just over 30 minutes, 739 planes dropped 500–600 bombs within an area of 5.2 km<sup>2</sup> just east of the city centre. The combination of bombs and hot, dry weather produced a tornado-like firestorm with powerful winds and temperatures of 800°C that set pavements alight and took oxygen from the air. It lasted three hours, killing 40 000 people, destroying 16 000 apartment buildings and forcing 1.2 million people to flee.

The Allied bombing of Dresden was a three-day campaign in mid February 1945 in which 3600 planes dropped 650 000 **incendiaries** and other high explosives, destroying 39 square kilometres of the city centre and killing 25 000 people. Dresden was known for its historic and cultural significance. Bombers did not target either its bridges or its industrial areas.

**SOURCE 1** Photograph showing the impact of Allied bombing on Dresden



#### D-Day, 6 June 1944

From early 1944, the Allies were implementing Operation Fortitude, the plan to deceive the Germans about the timing, location and nature of their planned invasion. They convinced the Germans that the invasion would occur via the Pas de Calais, the region closest to Britain, and that it would occur much later than the actual scheduled date, **D-Day**.

The Allied invasion of western Europe — Operation Overlord — finally began on 6 June 1944. The Allies sent false radio messages and launched air attacks in other areas to divert German attention away from the beaches of Normandy, where 133 000 troops and 23 000 paratroopers were landing. Floating harbours, known as ‘Mulberries’, and floating piers made the landings and the provision of troops, equipment and other supplies much easier. There were 10 000 Allied casualties on the first day, including more than 4000 deaths.

**SOURCE 2** Map showing the D-Day landing locations on the Normandy coastline



During the following months, troops advanced into France, forcing the Germans into retreat. Resistance fighters throughout western Europe also began concerted attacks on German forces. On 19 August, the French Resistance staged an uprising against the German garrison in Paris. US troops arrived on 24 August 1944 and the garrison surrendered the following day.

Allied forces had landed in southern France on 15 August and were advancing against fascist forces in Italy at the same time. The Soviet army continued its advance from the east. German forces attempted one final offensive on the western front in mid December but this failed.

## Germany surrenders

In March 1945, the Allies crossed into German territory from the west. On 25 April, they met with Soviet forces advancing from the east. Realising that defeat was at hand, Hitler committed suicide on 30 April. On 1 May the Russians took Berlin, the German capital. On 2 May, German generals surrendered in Italy. On 8 May 1945, following General Jodl's signing of unconditional surrender the day before, all forces under German control in Europe ceased fighting. On 9 May, German leaders signed a formal document of surrender to the Soviet Union. The war in Europe was over.

**SOURCE 3** Photograph showing a Russian soldier raising the Soviet flag in Berlin after a nine-day battle for the German city



### 3b.9.2 Defeating Japan

Scientific discoveries in the late 1930s led some of the world's leading physicists to predict that they could build an extraordinarily powerful bomb — an atomic bomb. From 1942, American physicist Robert Oppenheimer took charge of the Manhattan Project, the US \$1.8 billion American effort to design, develop and assemble an atomic bomb.

Some of the world's leading physicists, including some seeking refuge from Nazi Europe, contributed to its success. While there was some sharing of information with Britain, the Soviet Union did not know of these plans and its scientists were not involved. On 16 July 1945, the United States secretly conducted a successful explosion of the bomb at Alamogordo in New Mexico. Ten days later, in the Potsdam Declaration, Allied leaders demanded that Japan surrender unconditionally or face 'prompt and utter destruction'. Japan chose to fight on.

#### The decision to use the atomic bomb

US President Truman now had a number of options to achieve the goal of ending the war with Japan:

- invade the mainland (Operation Downfall planned from October 1945 into 1946)
- wear Japan down by continuing the bombing campaign and the blockade of supplies
- wait for the support of the Soviet Union, which was planning to declare war on Japan
- threaten Japanese officials by demonstrating the power of the new bomb
- use the atomic bomb on one or more Japanese cities.

With the fighting capacity of its air force, navy and land forces largely severely weakened, Japan no longer had the military strength to win the war but seemed unwilling to surrender. Truman decided to try to force the Japanese to surrender by unleashing the most powerful and deadly weapon the world had ever known.

On 6 August 1945, the American bomber *Enola Gay* dropped a nuclear bomb, nicknamed 'Little Boy', on the city of Hiroshima. The explosion created a 300-metre-wide fireball with heat up to 4000 °C, tornado-like winds and radiation. An estimated 70 000 people died instantly and many more perished in the months that followed. Hiroshima was totally destroyed. On 9 August, when the Japanese had still not surrendered, a US bomber dropped a second atomic bomb, 'Fat Man', on the city of Nagasaki, killing at least 40 000 people.

On 15 August 1945, Emperor Hirohito announced Japan's surrender. Two weeks later, Allied forces began their occupation of Japan. On 2 September, the Japanese government signed the document of surrender aboard the USS *Missouri* in Tokyo Bay. This brought an official end to the war.

#### Contestability: Why the US dropped the atomic bombs

Historians still debate the reasons for the US decision to drop atomic bombs. They question whether the main reason was simply to end the war quickly or, as some argue, to demonstrate US strength to the Soviet Union, its wartime ally and peacetime rival.

**SOURCE 4** Photographs showing (a) the city of Hiroshima reduced to ashes; (b) the injuries suffered by 16-year-old Taniguchi Sumiteru, a survivor of the Nagasaki bombing





US military leaders advised the US President that, given the determination of the Japanese not to surrender, an invasion could cost it between 1.7 and 4 million American casualties including up to 800 000 deaths — more Americans than had died in the war so far. Reports of the Japanese government ordering civilians to arm themselves with bamboo sticks led US advisers to conclude that 5–10 million Japanese could die defending their land.

The US air force had already inflicted severe bomb damage on Kobe, Nagoya, Osaka and Tokyo. Neither this nor the hardships caused by lack of supplies had led the Japanese to surrender.

The United States did not trust the Soviet Union and wanted to limit Soviet influence at the end of the war. For this reason, there were benefits to the United States forcing a Japanese surrender before it had to share this victory with the Soviet Union.

## Aftermath

While people rejoiced at the news of war's end in Europe and in the Pacific, they also had to face its high cost. Millions of people had died, been wounded, displaced from their homes or were refugees. Allied soldiers moving through Europe began to uncover the Nazi concentration camps that had killed 6 million Jews as part of the campaign of genocide that became known as the Holocaust. Governments had to rebuild economies and industries, and deal with damage to property and infrastructure. Much of Eastern Europe was under Soviet control as the USSR and the US emerged as superpower rivals.

### 3b.9 Activities

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#### Check knowledge and understanding

1. List two things the Allies hoped to gain by an invasion of western Europe.
2. Explain why the Allied bombing campaign against Germany was controversial.
3. How did the Allies ensure that their D-Day invasion would surprise the Germans?
4. What were the Allies doing to defeat Germany from June to August 1944?
5. How and when did the war in Europe end?
6. What options did President Truman have for ending the war in Japan?
7. Create a mind map summary of the reasons people have put forward to explain why the United States dropped atomic bombs at Hiroshima and Nagasaki.
8. What problems did people have to deal with when the war ended?

#### Develop source skills

9. Explain how German and Russian soldiers would have differed in their responses to the photo in **SOURCE 3**.
10. What questions would historians ask regarding the decisions that led to the events depicted in **SOURCE 4 (a) and (b)**?

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Complete this digital doc: Worksheet 3b.9 War ends (doc-23148)

## 3b.10 The home front

### 3b.10.1 A total war

World War II was a total war; that is, it was a war that included fighting on civilian territory and in its air space and one in which, to varying degrees, governments controlled and mobilised all their nations' resources to the effort of winning. These governments:

- conscripted men into the military
- directed people to work in war-related industries
- requisitioned land and buildings for war use
- rationed food and other items in short supply

- censored the press and all forms of generally available information
- made extensive use of propaganda.

Total war meant that war dominated people's lives and experiences on the **home front**. Bombing raids brought the war directly to civilians in Europe, North Africa and Asia. In Russia, the government relocated more than 1500 industrial businesses, along with their workers and equipment, from near its western borders to land thousands of kilometres further east. In Britain, city children were evacuated and billeted with people in the countryside or sent to Canada. In Japan, the government encouraged children to relocate from cities to country towns, where many high-school students took on factory work.

The German government, fearful of lowering civilian morale, tried to maintain normal living standards throughout the war by obtaining food and labour from countries it conquered. Germany began implementing total war controls from February 1943. Even then, it failed to fully mobilise women for work in industries or to direct industries from manufacturing consumer products (such as wallpaper) to war materials.

### 3b.10.2 Wartime government controls

On Australia's home front, the demands of war changed people's daily lives and experiences. On 9 September 1939, by means of the *National Security Act*, the Australian government gained the additional powers it would need to control the war effort and impose total war. In particular, it could:

- make laws in areas other than those allowed by the Constitution
- create regulations that had the power of laws but needed the approval of only the governor-general and some key ministers rather than of both houses of Parliament.

#### Conscription

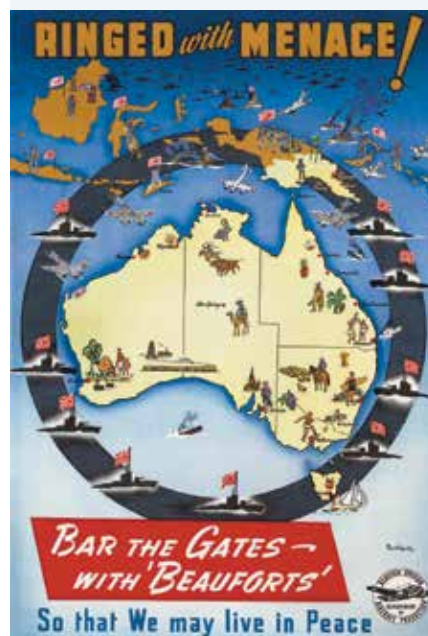
At the start of the war, the government faced the same issue regarding conscription that it faced during World War I — it could not conscript men for service outside Australian territory. It responded by encouraging voluntary enlistment in the AIF, which could serve overseas, and calling up the 80 000-strong Citizen Military Force (CMF) to serve within Australia. It also introduced compulsory three-month military training for single males aged 21 years.

**SOURCE 1** 1940 recruitment poster, 'We're coming!'



AWM ARTV04333

**SOURCE 2** Australian artist James Northfield's 1942 poster 'Ringed with Menace!'. Australia produced 700 Beaufort planes for the RAAF to use in the Pacific war.



AWM ARTV09061

From 1941 onwards, the government ordered all 18-year-old males to register in the expectation that they would be needed to defend Australia from the Japanese. In mid 1942, it began conscripting all men aged 18–25 and single men aged 35–45 years into the CMF. They were eligible for service in areas including Australian territory in Papua.

By 1943, Australians had to face the reality:

- of Japanese bombing and possible invasion threats
- that the nation's fighting capability was weakened because 20 000 Australians had become POWs (see subtopic 3b.8)
- that US conscripts were serving overseas to defend other countries and Australian conscripts were not.

Under the *Defence (Citizen Military Forces) Act 1943* (Cwlth), the government extended the area where conscripts could serve to the South-Western Pacific Zone, which included all Japanese-occupied islands south of the equator (that is, an area beyond Australian territory that took in the major war zones in the Pacific). This law also resulted in women being conscripted for work in the auxiliary services (see subtopic 3b.11).

### Manpower controls

In early 1942, the government's newly created Directorate of Manpower introduced laws to ensure that both men and women would work in industries important to the war effort. Those already employed in essential war industries were expected to stay there and the government directed other people to work in such industries. To make this easier, all adults had to have identity cards. Officials would raid hotels and racetracks to check for people who tried to avoid war work.

From January 1943, the Directorate of Manpower was able to conscript childless women aged 18–45 into specific areas of employment as needed. This addressed critical shortages in clothing and food production and resulted also in the transfer of women to higher paying work available through the Women's Employment Board (see subtopic 3b.11) from traditional lowly paid 'women's work'.

### Censorship and propaganda

The Menzies government introduced **censorship** within days of war breaking out and established a Department of Information, initially headed by newspaper owner Keith Murdoch, to administer it. For the next six years, censors judged what aspects of radio broadcasts, newspapers, telegraph, telephone and postal communication were or were not safe for private individuals or the general public to know about. It was their job to encourage people to support the war and prevent the enemy learning of Australia's war plans, strategies and military strength. Censors:

- banned servicemen and servicewomen from gossiping and writing diaries about the war
- checked letters and blacked out any information that might be useful to the enemy

**SOURCE 3** 1943 poster 'Our job to clothe the men who work and fight'



AWM ARTV01064

**SOURCE 4** Ralph M. Warner's poster depicting a cockatoo and an owl and reminding people of their wartime obligations



AWM ART02497



- ensured that newspapers and radios provided positive reports of the war, highlighting victories and minimising losses. For example, following air raids on Darwin in 1941, newspapers reported 17 dead and 24 wounded. In reality, the raids killed at least 243 people and resulted in up to 400 wounded.

### 3b.10.3 POWs and 'enemy aliens'

Australians captured about 19 000 soldiers — Italians, Japanese and Germans — who became POWs within Australia. They were generally treated in accordance with the terms of the Geneva Convention, although officers reported that the Japanese tended to see this as evidence of fear and spiritual weakness.

The *National Security Act 1939* (Cwlth) also gave the government power to put those designated **enemy aliens** into **internment** camps. These included Germans and Italians, 'naturalised' Australians, Australian-born people of 'enemy' descent, enemy aliens transferred here from overseas and some Australians labelled 'enemies' because of their political activities.

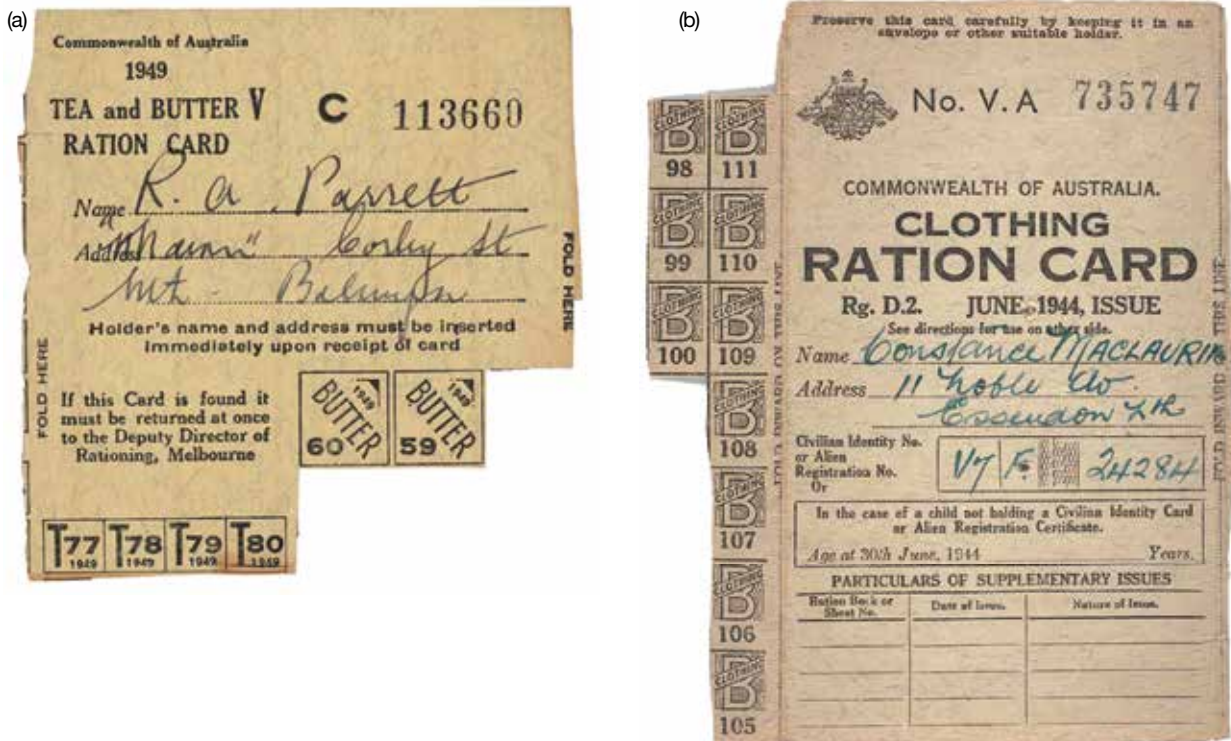
### 3b.10.4 Rationing, drills and defence

The government introduced petrol **rationing** in Australia in October 1940. In August 1942, Prime Minister John Curtin called on Australians to embark on a 'season of austerity' and 'deprive themselves of every selfish comfortable habit'. In practical terms, this meant rationing of goods that were in short supply or for which the military had priority. The government distributed ration books from which people had to use coupons as well as money to purchase butter, meat, sugar, tea, clothing and footwear in accordance with the quantities the ration card specified. Rationing concluded between 1947 and 1950, depending on the product.

From late 1941 onwards, Australians prepared for air raids by constructing air-raid trenches and shelters. People practised air-raid drills and evacuation procedures. Home defence groups appointed local air-raid precaution (ARP) wardens to prepare for bomb disposal and check that people followed security procedures.

**SOURCE 5 (a)** A 1949 ration card for tea and butter. Rationing for these continued until 1950.

**(b)** A clothing ration card for 1945–46. Rationing for this continued until 1947. People could have 112 coupons a year; this card would originally have had 24 coupons.





**SOURCE 6** Photograph c.1941 showing children in a Sydney kindergarten practising their air-raid drill. The headgear was intended to dull the sound of bombings, protect the children's teeth and stop them biting their tongues.



### 3b.10.5 Significant events on the Australian home front

#### The bombing of Darwin and northern Australia, 1942–43

From February 1942 until November 1943, Japanese aircraft conducted over 60 aerial attacks on the mainland of northern Australia. The first was on Darwin on 19 February 1942. Coming just over two months after the attack on Pearl Harbor and only a few days after the fall of Singapore, it led many Australians to fear that the Japanese were about to invade.

The attack on Darwin began at 9.58 am. During the next 40 minutes, Japanese bombers systematically launched their bombs on the harbour, the US and RAN shipping docked there, water and electricity supplies, military and civilian airports and the local hospital. One hour later, they destroyed 20 aircraft at Darwin's RAAF base.

**SOURCE 7** Photograph showing the explosion of an oil storage tank during the 1942 bombing raids on Darwin. The ship in the foreground is the HMAS *Deloraine*, which was not damaged.



Over the next 22 months, the Japanese launched bombing raids on towns across northern Australia. Another heavy attack on Darwin on 16 June 1942 succeeded in setting fire to fuel stored near the harbour and damaging railway facilities, stores and banks. By this time the US and Australian navies had relocated to Brisbane and Fremantle, leaving Darwin's defence to the RAAF, which expanded its airfields and personnel in this area.

### RETROFILE

Most of the RAAF fighter squadrons were on duty in Europe, the Middle East or North Africa. About 50 per cent of Darwin's civilians fled south and 278 RAAF servicemen deserted the air base. It was unclear to what extent this was due to confusion about the orders issued and to what extent it resulted from concern that the Japanese were about to invade. The real goal of the Darwin bombing was to lower morale and to destroy any chances of military opposition to Japan's planned invasion of Timor.

### The Japanese submarine attack on Sydney Harbour, 31 May – 1 June 1942

On 31 May 1942, Japanese submarines released three midget submarines just off Sydney Heads with the intention of destroying Allied battleships and cruisers moored in Sydney Harbour. The first submarine became caught in anti-torpedo nets. Its two-man crew detonated a charge that destroyed it and killed themselves before an Australian naval vessel could reach them.

Just before 10 pm the same night, the navy detected the second midget submarine, which the USS *Chicago* then fired on just near Garden Island. The Japanese retaliated by launching two torpedoes. One failed to explode but the other detonated under the HMAS *Kuttabul*, causing the death of 21 sailors. The submarine escaped. Divers accidentally found its wreckage near Newport in 2006.

At 5 am the next day, the HMAS *Yandra* detected the third midget submarine and launched depth charges. Further RAN depth charges finally destroyed it not far from Taronga Park Zoo. The two Japanese crewmen committed suicide.

More attacks occurred the following week when submarines briefly opened fire on Sydney and Newcastle before being chased away by artillery fire. These incidents, along with the bombing of northern Australia, brought the war to the Australian mainland.

**SOURCE 8** Photograph taken by a Department of Information photographer showing the damage that Japanese shelling caused to a property in Sydney's eastern suburbs, 1942



AWM 012593

### The 'Battle of Brisbane', 26–27 November 1942

From 1942 onwards, nearly one million American troops were either based in or on leave in Australian cities. For many of them, coming from the horrors of war in the Pacific, being in Australia seemed like paradise. While Australians generally provided an enthusiastic welcome to these Americans, Australian servicemen often resented their better pay rates and their appeal to Australian women. It became common to hear the complaint that the Americans were 'over-sexed, overpaid and over here'.

**SOURCE 9** Photograph showing troops from a US anti-aircraft unit arriving at an Australian port



AWM P02018.066

**SOURCE 10** Writer Olga Masters' (1919–86) description of an encounter with American soldiers in Sydney's Hyde Park

Coming towards us was a group of American soldiers, very smart, very handsome. They stopped and said to my sister, 'Excuse me but you're beautiful.' We thought it was a joke!

To this day I feel embarrassed to think of it. I thought he was being funny. I had never heard an Australian say to a perfect stranger, 'You're beautiful', without having some ulterior motive in mind. I haven't heard them anyway, ulterior motive or not. It was something entirely different to the Australian way. Australian men just didn't talk like that to women.

When we brushed them off, taking it as a joke, they were quite hurt. They said, 'That's typical of Australians, give a compliment and look what happens', and they sort of threw their hands in the air and strode on.

From D. O'Connell 1988, *The War at Home*, ABC Enterprises, Crow's Nest, p. 116.

The 'Battle of Brisbane' showed the extreme to which the rivalry between the two groups could go. Several outbreaks of violence between Australian and American servicemen occurred in October and November 1942. On 26 November 1942 at about 7 pm, some Australian soldiers in Brisbane began swearing at an American military police (MP) officer, who they thought was unfairly arresting an intoxicated American private.

MPs had a reputation for arrogance and for using their batons unnecessarily. When the MP threatened one of the Australians with his baton, the Australians attacked him. This led to a brawl as more MPs and Australians joined in. Australians then began attacking the nearby **Post Exchange (PX)** and American Red Cross Club. Fights involving up to 5000 people broke out throughout the city, with participants on both sides armed with weaponry. By 10 pm, the ground floor of the PX was destroyed, an Australian serviceman was dead and hundreds of people were wounded, some with gunshot wounds.

The following night, hundreds of Australian servicemen, some with grenades (which officers confiscated), gathered outside the American Red Cross Club. Fighting later resumed outside General MacArthur's headquarters. A numbers of US soldiers were injured, but improved security on both sides helped limit the action. The military transferred units that had been involved and minimised opportunities for further violent outbreaks to occur. Censors on both sides controlled reporting of the incident.



## Late 1942 – mid 1943: the Brisbane Line — myth or reality?

In October 1942, Labor Party politician Eddie Ward announced that the previous United Australia Party – Country Party coalition government had drawn up a plan to focus Australia's defence on the industrial centres that lay between Brisbane and Melbourne. This would mean that in the event of a much-feared Japanese invasion the military would not defend northern Australia.

Ward continued with this claim into early 1943 and stated that someone in the Department of Defence had leaked the information to him. By May 1943, he was talking of a 'Brisbane Line' that would define the northern limit of the nation's defence. A royal commission investigating the matter in June found no evidence to support either Ward's accusations against the Menzies government or his claim that there was a document missing from the official files.

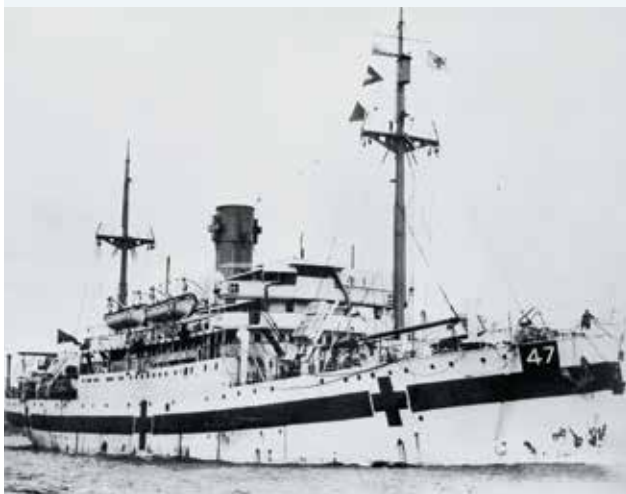
It seems he had formulated his idea of a 'Brisbane Line' in response to his own confused understanding of a range of proposed strategies — evacuation of civilians, a 'scorched earth' policy and defence prioritisation of industrial areas — none of which involved the military abandonment of northern Australia. The controversy Ward stirred up contributed to the Labor Party victory in the August 1943 election but did little for his own political career.

## The sinking of the *Centaur*, 14 May 1943

From June 1942 to December 1944, 27 Japanese submarines patrolled the coastline between Australia and New Guinea trying to sink enemy naval vessels. Australian hospital ships on duty there had to comply with the standard international markings that would prevent them from being fired upon by mistake — white superstructures, multiple red crosses, green bands on their sides and Red Cross numbers on both sides of their bows. These were all well lit at night.

Just after 4 am on 14 May 1943, a Japanese submarine torpedoed AHS *Centaur* about 44 kilometres off Queensland's North Stradbroke Island. Most of those on board were asleep. The fuel tank ignited. There was no time to launch lifeboats or send distress calls. Within three minutes the burning ship had disappeared. It was 34 hours before anyone sighted the survivors and learned of the attack. Rescuers recovered only 64 of 332 passengers and crew. News of the tragedy was kept quiet for another three days so that the government could notify next of kin. People condemned the attack as a war crime and the government encouraged people to use their anger in increased determination to defeat the Japanese.

**SOURCE 11** Photograph showing the *Centaur* and some of the markings indicating its status as a hospital ship



AWM 043235

**SOURCE 12** A poster encouraging Australians to increase their war efforts following the sinking of the AHS *Centaur*. A search team located the wreck of the *Centaur* on 20 December 2009.



AWM ARTV09088



## The Cowra breakout, 5 August 1944

By August 1944 there were more than 2000 Japanese POWs in Australia and half of these were in Camp B of the POW camp near Cowra, New South Wales. They saw their imprisonment as deeply shameful and viewed death as the only honourable alternative to capture.

In response to news that many of them were to be transferred to another camp, the Japanese planned a mass outbreak. On 5 August 1944, three groups of Japanese prisoners broke out of the camp, killing four guards and wounding three others as they made their escape. Of those who remained, many set fire to prison huts or attempted suicide. Within 10 days, 334 had been recaptured, 234 were dead (many from suicide or having their friends kill them) and 108 were wounded.

### 3b.10 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

#### Check knowledge and understanding

1. List five actions that the government took to control the war effort on the home front.
2. What evidence was there of both censorship and propaganda during the war?
3. What types of people were classified as enemy aliens and what was the government's attitude towards them?
4. How did being at war affect the patterns of everyday life?

#### Develop source skills

5. Identify and explain the techniques used to convey the message of the poster in **SOURCE 1**.
6. What is the message of the poster shown in **SOURCE 2**?
7. Refer to **SOURCE 3** and answer the following questions.
  - (a) To whom is the source addressed and what is its purpose?
  - (b) Why was this poster needed at this stage of the war?
  - (c) What information does it emphasise and what does it omit in relation to women's war work?
8. Refer to **SOURCE 4** and answer the following questions.
  - (a) What is the link between the two birds chosen for the poster and the message the artist wants to convey?
  - (b) What wartime priority of the government does this poster depict?
9. Use the information available in each of the ration cards in **SOURCE 5** to write a paragraph on what they reveal about each of the owners.
10. Provide three to five lines of additional information to explain the context for **SOURCE 6**.
11. Refer to **SOURCE 7**. What do you think would have been the government's attitude towards publication of this photograph in 1942? Give reasons for your answer.
12. Why do you think the photographer took the photo in **SOURCE 8**? Give reasons for your answer.
13. How do you think Australians at the time would have responded to **SOURCES 9** and **10**? Give reasons for your answer.
14. Referring to **SOURCES 9** and **10**, how do you think Australians would respond to similar images and situations today?

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Deepen and check your understanding of the topic with the following resources and auto-marked questions:

• World War II at home

## 3b.11 The changing roles of women

### 3b.11.1 The role of women in World War II

Australian women played a more active and important role in World War II than they had during World War I. They:

- volunteered in the tens of thousands for work in and beyond their traditional roles
- took on men's roles in businesses, on production lines and on the land
- took on non-combatant roles in the three branches of the military service.

When Japan entered the war in December 1941, Australian participation changed from that of Britain's ally to that of a country engaged in its own national defence. As a result, from 1942 onwards, the 'working' woman was visible, in demand and (briefly) had higher status than the housewife — although *her* role also changed (see **Source 1**).

**SOURCE 1** An extract from writer Dorothy Hewett's (1923–2002) comment on women's wartime roles

I think one of the things that happened during the war was that women became the head of the family. They'd taken over all responsibility of handling the money, handling the disciplinary problems, handling what would happen to the children, making day-to-day decisions. That was an enormous change. And when the husbands came back the children in many cases had never seen their fathers, they'd never lived in the same house with them, they didn't know who they were. They were strangers, and I think many of those children never related to those fathers again — nor the father to the children.

From J. Penglase and D. Horner 1992, *When the War Came to Australia*, Allen and Unwin, Sydney, p. 236.

### 3b.11.2 Voluntary work

Women knitted balaclavas, gloves, jumpers and socks to provide items for the Australian Comforts Fund to send to men serving overseas. They organised entertainment for men on leave and they formed organisations to coordinate less traditional voluntary work.

The Women's Australian National Service (WANS) organised women to drive and service army vehicles, ambulances and aircraft. It also trained women in air-raid drills, first aid and basic military drills. More specialised training targeted the development of skills in shooting, signalling and mechanics. Three hundred women trained with the Women's Emergency Signalling Corps so that male postal workers could enlist in the armed services.

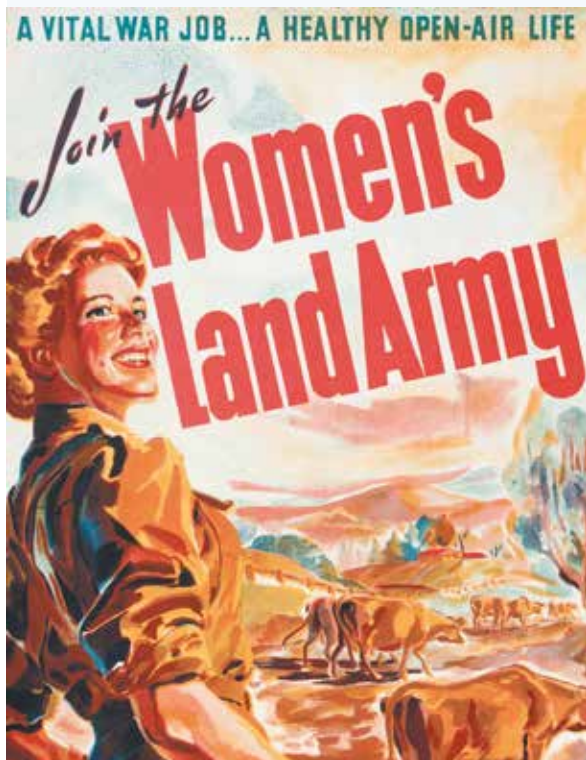
Women responded to the increased need for their efforts following Japan's 1941 entry into the war. The Auxiliary of the National Defence League of Australia made most of the camouflage netting needed to disguise military equipment and potential targets from enemy aerial surveillance. The Red Cross raised money to fund its free blood transfusion service and provide books and toiletries for wounded men being treated in hospitals. Some women in Red Cross Aid Units and Voluntary Aid Detachments (VADs) provided medical support services in hospitals.

**SOURCE 2** A photograph showing a woman checking and counting bullets in a World War II munitions factory



AWM 007731

**SOURCE 3** Recruitment poster for the Australian Women's Land Army



AWM ARTV06446

### 3b.11.3 Doing 'men's work'

From 1939–43, women's participation in the paid workforce increased by 31 per cent. They filled the increased need for workers in traditionally female jobs and also took on jobs traditionally done by men, freeing men to join the armed services. Women worked in factories in tasks ranging from food production to steel production. They became bus drivers and drove delivery carts and vans.

Japan's entry into the war and then the fall of Singapore in 1942 created huge growth in demand for **munitions**. Prime Minister John Curtin called for the 'extensive employment of women in industry' stating that their employment was 'only for the duration of the war ...' Women made all kinds of weaponry from bullets to anti-tank shells. Universities and government laboratories employed them in optical munitions work, where they designed and ground lenses and tested optical instruments. They made a significant contribution to Australia's wartime production of binoculars, bomb and gun sights, cameras, periscopes, range finders and telescopes.

### 3b.11.4 The Australian Women's Land Army

The Commonwealth Government established the Australian Women's Land Army (AWLA) in July 1942. Members had to be British subjects aged between 18 and 50. The farmer, not the government, paid them for their work, because they volunteered rather than officially 'enlisted' for service.

Women could join the AWLA for 12 months as full members, travelling to different areas according to demand, or they could join as auxiliary members doing seasonal work in their own areas. AWLA members did a four-week training course and then learned through practical experience. While they made useful contributions to the war effort, they took on roles that many women in rural areas already considered the norm.

### 3b.11.5 Women in the military

Just under 80 000 women enlisted in Australia's military services during World War II and about five per cent of these served overseas. A number of Aboriginal women undertook domestic duties and work as hospital orderlies within the military. Many

Australians, including military personnel, were prejudiced against women's participation in the military services and accepted it only because of need. Some women thought that military service would undermine their femininity.

### The Women's Auxiliary Australian Air Force

Australia's air force took the lead in enlisting women when, in October 1940, it announced the establishment of the Women's Auxiliary Australian Air Force (WAAAF). This enabled it to address its urgent need for trained telegraph operators.

By 1944, the WAAAF employed 18 000 women — temporarily and at two-thirds the pay rate of the men they replaced. They worked on the ground in communications as wireless and telegraph operators and also undertook mechanical repair work. About 600 nurses joined the Royal Australian Air Force Nursing Service (RAAFNS) and served in RAAF hospitals within Australia and in medical units evacuating wounded servicemen from New Guinea and Indonesia.

### The Women's Royal Australian Naval Service

The Women's Royal Australian Naval Service (WRANS) began in 1941, amid general reluctance from the Naval Board. Like the WAAAF, it too confined women to service on land working as interpreters, wireless telegraphists, coders, typists, clerks, drivers and in many other roles. Pay rates were restricted to about two-thirds that of males in the navy.

### The Australian Women's Army Service

The Australian Women's Army Service (AWAS) began enlisting women in November 1941 and by the end of the war had taken in 31 000 recruits. These women took over 'male' jobs in communications, maintenance and transport.

As full members of the army, they also trained in combat with the expectation that they would participate in Australia's defence if Japan invaded. One hundred AWAS members served at Cowra, which was officially designated a theatre of war when Japanese POWs broke out of the camp there in August 1944 (see subtopic 3b.10). The government also assigned 500 AWAS members to service in New Guinea.

**SOURCE 4** Maurice Bramley's 1943 recruitment poster for the National Service Office gives an official 'seal of approval' to women entering new roles.



AWM ARTV00332

**SOURCE 5** Cartoon by Mollie Horseman from the *Bulletin*, 29 July 1942



**SOURCE 6** An extract from Dorothea Skov's recollection of her service in AWAS

At first, it was a total battle to get men to accept us as workers. They were very hostile ... Articles in the press didn't help. 'Servicewomen keep their femininity' and 'Girls don't lose their femininity in barracks'. This type of article abounded. The soldiers saw us as playing at war. Women had gone into the services with such a load of enthusiasm; they'd go from dawn to next daylight. Soon officers said, 'The morale and behaviour of men have lifted since women joined the service.' ... Every girl who enlisted expected to release a man for active service. The returned men appreciated this when they got used to seeing us around.

Dorothea Skov, quoted in Patsy Adam-Smith, *Australian Women at War*, Penguin, Melbourne, 1984, pp. 195–6.



## The Australian Army Medical Women's Service

The Australian Army Medical Women's Service (AAMWS) began in December 1942 as a full-time service incorporating 10 000 workers previously associated with Voluntary Aid Detachments. These women worked in nursing and radiography units and in laboratories, as well as assisting with dental, clerical and kitchen tasks.

## The Australian Army Nursing Service

The Australian Army Nursing Service (AANS) was already in existence when war broke out. Its nurses were the only Australian women to serve overseas during World War II, beginning with service in Palestine in 1940. They worked on land and in hospital and transport ships wherever the Australian Army fought.

In February 1942, 65 members of the AANS were escaping Singapore aboard the *Vyner Brooke* (see subtopic 3b.8), when the Japanese bombed the ship. In May 1943, eleven nurses were among the 332 people who died when a Japanese submarine sank the hospital ship *AHS Centaur* just off the Queensland coast.

### 3b.11.6 Attitudes to women's paid work

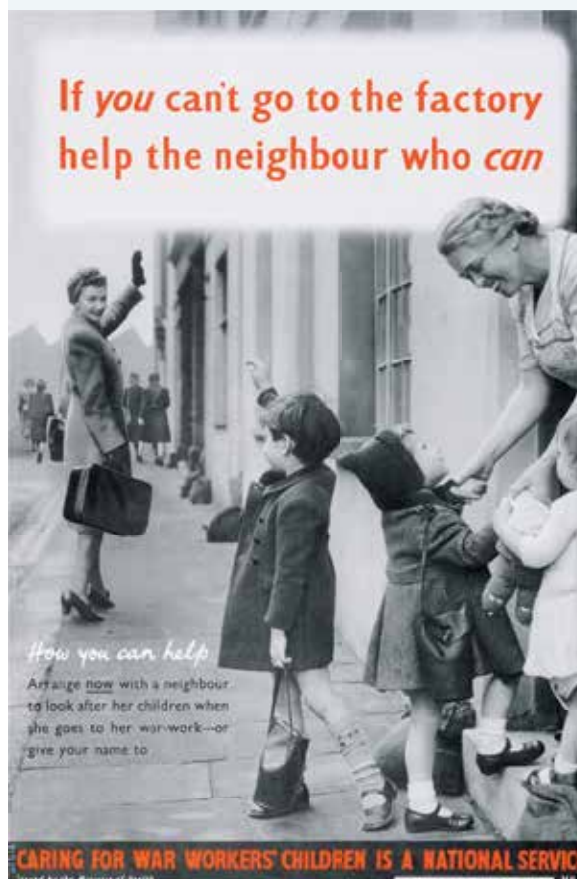
Australians often ridiculed women for attempting 'male' work. Archbishop Daniel Mannix was one of a number of church leaders who criticised the government and employers for encouraging married women into the paid workforce. They viewed this as a precedent that could threaten the family life that was seen as women's primary role.

Despite patriotic appeals to recruit them into the paid workforce, women did not enter in the numbers needed. The AWLA and the military services paid only 'women's wages'. The low wages and poor conditions of traditional factory work held little attraction. Neither the government nor employers made any allowances for the **double burden** of women's responsibilities in the home and workplace. They juggled housework, child care and shopping alongside work in factories and essential services. Some people criticised working women for not caring adequately for their children; others criticised them for taking time off to look after their children.

## The Women's Employment Board

Employers benefited from women's work skills and from initially being expected to pay them only 54 per cent of the male rate for the same or similar work. Trade unions feared that women's **cheap labour** would undermine men's positions and wage levels in the workforce. The **ACTU** campaigned for women in heavy industries to receive the same wages as men for the duration of the war. The Commonwealth Government feared that this would cause women to expect improved pay in all areas of work and that it would lose the support of employers if it allowed such a measure.

**SOURCE 7** World War II poster entitled 'If you can't go to the factory, help the neighbour who can'



AWM ARTV01970

As a compromise, in March 1942, the government established the Women's Employment Board (WEB) to decide women's rates of pay within a range of 60–100 per cent of male rates and in areas of work that had no fixed rates for women employees. About nine per cent of female workers benefited significantly from this system, with women in the aircraft, metal and munitions industries earning 90 per cent of the male rate. A small number of women — federal public service clerks, medical officers, telegraphists and tram conductors — earned 100 per cent. Other women continued with their pay restricted to 54 per cent of the male rate.

The WEB was a threat to employers who saw women as a source of cheap labour. Some blatantly refused to pay women WEB rates, or reclassified their work so as to avoid paying them the proper rate. Women responded with work stoppages, with threats to work only to the capacity that was in keeping with their wages and with complaints to union organisers. Women obviously preferred employment in work paying WEB rates to traditional forms of employment that paid much less. By the end of the war, half the female workforce was unionised compared to only a third at the beginning.

**SOURCE 8** An extract from Helen Crisp's article 'Women in munitions', *Australian Quarterly*, September 1941

Subject matter

Date

The girls were obviously attracted by the higher wages offering in munitions work and the vast majority were prepared to do overtime for the extra pay. They were expected to work six days a week and, eventually, to go on to two shifts. When asked why they were taking up the work, some said that they wanted to do something to help the war effort: but, if questioned directly, the majority admitted that the relatively high wages had also affected their decision. It is unlikely, however, that girls would deliberately give up so much of their leisure and work such inconvenient hours, if they had not felt in return that they were doing a worthwhile job. Munitions work is made more attractive by its aura of respectability and patriotism. Many girls who had not liked to enter factories before, felt no compunction in becoming cogs in Australia's war machine.

Perspective

The situation changed again in 1943 with the arrival of US forces in the Pacific and on Australian territory. The United States then began to provide most of Australia's munitions and heavy industrial materials. Some employers used the threat of Directorate of Manpower transfers to quash women's demands for such things as hygienic working environments, adequate ventilation, properly-sized protective clothing and designated women's toilets. Given the importance of women's work, the government eventually intervened and, for the duration of the war, granted women 75 per cent of the male pay rate if they worked in industries essential to the war effort.

### 3b.11 Activities

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#### Check knowledge and understanding

1. What were the advantages of women's wartime employment opportunities?
2. Which form of women's wartime work seemed to offer the greatest change from their pre-war roles? Give reasons for your answer.

#### Develop source skills

3. What does **SOURCE 1** reveal about changes to women's wartime role within the home?
4. Discuss the reliability and usefulness of **SOURCE 2** for our understanding of the nature of women's work in World War II.
5. Identify the artist's purpose in **SOURCE 3** and explain the methods for achieving this.
6. Refer to **SOURCE 4** and answer the following questions.
  - (a) Who is the source's intended audience?
  - (b) What is the artist's message and purpose?

7. Explain how **SOURCE 5** could be useful to someone investigating women's changing roles during World War II.
8. What theme do **SOURCES 5** and **6** share and what does this show about attitudes towards servicewomen?
9. Refer to **SOURCE 7** and answer the following questions.
  - (a) Describe what is shown in the source.
  - (b) What types of people would have made up the intended audience for this poster?
  - (c) How does it depict the attitudes of the people in the picture?
  - (d) What does it show about the wartime needs of the government?
10. Use **SOURCE 8** to answer the following questions.
  - (a) What was the main reason women liked to work in the munitions industry?
  - (b) Identify other attractions this form of work held for them.
  - (c) Explain what Crisp means by 'felt no compunction in becoming cogs in Australia's war machine'? What does it reveal of her perspective?
  - (d) Assess the reliability and usefulness of **SOURCE 8** for a historian studying the role of women in Australia in World War II.

**learn****on** ONLINE ONLY



Complete this digital doc: Worksheet 3b.11 Australian women's war-time work (doc-23149)

## 3b.12 Significance, impact and commemoration

### 3b.12.1 World War II's significance for Australia

The war cost thousands of Australian lives and six years of Australia's peacetime existence. The Australian War Memorial lists the death toll from September 1939 to June 1947 as 39 649, two-thirds the number that died in World War I. Approximately 23 000 were wounded.

War led Australia to develop a more independent national identity. Australia declared war on Japan independently of Britain. In defiance of British Prime Minister Churchill's efforts to have Australian troops sent to Burma, Prime Minister Curtin insisted that they return to fight against the Japanese in New Guinea. Australia developed a new relationship with the United States. In 1942, Federal Parliament passed the *Statute of Westminster Adoption Act*, resulting in

Britain no longer having the right to make decisions on Australia's behalf.

Some historians argue that gaining the US as an ally was changing one master for another. Prime Minister Curtin accepted US General Douglas MacArthur's appointment as Supreme Commander of Allied Forces in the south-west Pacific. This placed Australian forces under US command and limited Australia's independence and influence in key decision-making. As the Pacific war drew to a close, MacArthur sent Australian troops on '**mopping up**' operations against the Japanese rather than have them participate in the strategically important campaigns that would win the war.

War made Australia conscious that its population was too small for self-defence and

**SOURCE 1** Photo showing Australian Immigration Minister Arthur Calwell addressing immigrants departing from San Francisco to Australia in 1947. They are the husbands and children of Australian war brides.



that it needed more skilled workers for post-war reconstruction and the development of Australia's industries. In the view of the Commonwealth government, it was a case of 'populate or perish'.

The government launched its immigration program in 1947 and, by 1955, over one million new immigrants, many of whom were refugees and displaced persons, had settled here. Large numbers of Europeans sought to retain their old culture in their new country. European traditions and food slowly challenged and enlivened Australia's largely British-based culture.

### 3b.12.2 War's impact on ex-soldiers

#### Demobilisation

Returning home could be a slow process. From October 1945, the government began releasing nearly 600 000 male and female personnel from military service. The Department of Post War Reconstruction gave each person a points score based on age, marital status, years of service and future employment prospects. The higher the score, the sooner people could obtain discharge papers that would allow them home. People could also apply to move up the queue on compassionate grounds. Some were allowed home on leave while they waited for their papers to come through.

For the 244 000 still serving overseas, getting home also depended on the availability of shipping. Former prisoners of war had high priority due to their very poor physical condition. By mid 1946, 80 per cent of military personnel had been discharged. The last of them did not obtain their release until February 1947.

#### Medical care

Some ex-soldiers faced a long period of hospitalisation, convalescence and occupational therapy before they could resume life in civilian society. The Repatriation Commission took control of former army hospitals, such as Sydney's Concord Repatriation General Hospital, and built new hospitals to cater for patients with tuberculosis and mental illnesses.

A shortage of people with expertise in psychiatric problems and treatment made it difficult to adequately care for ex-soldiers who suffered from these conditions. There was some understanding of what we now call '**post-traumatic stress disorder**' (PTSD) but few techniques that could really treat its victims, and it was therefore more likely to become a long-term problem.

#### Getting back to 'normal'

Commonwealth and state governments provided ex-soldiers with general guidelines about a range of things that would help address their practical needs. These included advice about:

- career and retraining options
- the availability of employment
- cheap housing created for their benefit.

**SOURCE 2** Harold Abbott's 1943 painting *Occupational Therapy*. The loom the soldier is using helped to strengthen movement of the arms, wrist and fingers.





**SOURCE 3** Photo from March 1946 of an Australian Army sergeant reading the sign outside a civil rehabilitation centre in Melbourne



AWM 126088

**SOURCE 4** Photo showing ex-servicemen in a plastering class run by the Commonwealth Rehabilitation Training School in August 1946



AWM 131200

Ex-soldiers came home to a society that had little direct experience of war. Its knowledge was mainly of the sacrifices demanded on the home front and the emotional impact of the loss of loved ones. Few people outside the military had much idea of what it felt like to be in a battle or to have been a prisoner of war.

People expected ex-soldiers to get back to their pre-war lives. To begin with, few realised how long that might take or that, for some ex-soldiers, it might not be possible. There was a division between those who had served in the war and those who had not. Some ex-soldiers never spoke of their wartime experiences; some had difficulties re-establishing relationships with families or friends; some engaged in domestic violence or struggled with alcoholism.

### 3b.12.3 War's impact on civilians

#### An end to government controls?

The government had to manage the transition to peace and to a peacetime economy. Government departments had to decide whether to relax or maintain their wartime controls on the home front. They removed minor restrictions very quickly – for example on the production of prams, clothing and shoes. Removing or relaxing others depended on the speed with which departments could decide if they were still needed.

The main economic concern was avoiding inflation. To do this, the government continued price controls and rationing of goods in short supply. In theory, rationing helped ensure that everyone would have the same access to goods that were scarce; in reality, by 1945 many wealthy people had found ways around this. Wartime price controls continued and, in the immediate post-war era, the government controlled rents and land values, wages, and the costs of building supplies.

## Women

For a few years, war allowed and even pressured women to move beyond their traditional roles. At the same time, women's war efforts outside the home did little to change people's traditional view of their

role within society. Society as a whole showed little appreciation of women's participation in the paid workforce, especially in jobs traditionally dominated by men. It treated women as a **reserve labour force**. In keeping with the values of Australian society, many women saw the end of the war as a chance to return to a life centred on family and domestic duties.

### A baby boom

War brought about an increased number of marriages and a lowering of the average age at which couples married. The coming of peace encouraged even more couples to marry and led to a huge increase in the birth rate. Four million Australian babies were born in the 'baby boom' of 1946 to 1961.

### Housing shortages

A shortage of building materials and skilled labour affected both the rate and style of housing construction, which could not keep up with demand. By the end of the war, Australia needed around 250 000–300 000 new homes.

The shortage of materials meant that people could not reproduce the more decorative styles of the pre-war era. Instead they had to adopt modern, minimalist, space-efficient architectural styles. Post-war houses were small, plain, single-storey houses with around five rooms and an indoor toilet. Outside was a parking space for a car, which was likely to be the next big purchase a family would make. People wanted to own their own homes and many built them themselves.

Ex-soldiers could apply for a loan to build one of the War Service Home Scheme's architect-designed homes or they could apply for permission to build something different.

**SOURCE 5** Photograph showing people queuing for ration books in New South Wales, 1944



**SOURCE 6** Fibro (asbestos cement) houses built in Australia in the 1950s, showing the influence of simple 'modern' homes in Australia's post-war architecture



#### RETROFILE

Fibro sheeting was one of the most popular housing materials of the post-war era. It was readily available, cheap and durable. The compressed fibres contained in the sheeting were likely to be asbestos. What people did not know then was that exposure to asbestos fibres can cause life-threatening lung diseases, including cancer.

## 3b.12.4 Commemoration

The war-dead and veterans of World War II now gave extra significance to Anzac and Remembrance Day services. As for World War I, communities built memorials and erected rolls of honour to remember those who had lost their lives in World War II. In recent years, people have walked the Kokoda Trail and visited other key battle areas to commemorate specific anniversaries.

**SOURCE 7** Photo showing the grave of an Australian soldier at Singapore's Kranji War Memorial, dedicated to those who died while defending Singapore and Malaya against Japanese forces



### 3b.12 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

#### Check knowledge and understanding

1. Identify the ways in which war changed Australia.
2. List the problems that ex-soldiers had to try to overcome.
3. Identify some of the main post-war goals of Australian civilians.
4. Identify the arguments supporting the view that Australian women in World War II were treated as a 'reserve army' of labour.

#### Develop source skills

5. Refer to **SOURCE 3** and answer the following questions.
  - (a) List three subjects about which the centre shown in the photo provided advice.
  - (b) For what purposes could returning soldiers apply for loans?
6. What might have motivated the Rehabilitation Training School to organise photos like the one in **SOURCE 4**?
7. What features of post-war home building does **SOURCE 6** provide evidence of?



## 3b.13 International relationships

### 3b.13.1 Australia, Britain and the United States

World War II caused Australia to re-evaluate its ties with Great Britain. In 1939, Prime Minister Menzies announced that Australia was ‘automatically’ at war in support of Great Britain. Australia’s navy and air force then went to serve under British command.

By 1941, attitudes had changed. Prime Minister Curtin did not wait to see what Britain was doing before declaring war on Japan. He announced that Australia would ‘look to America’ for assistance in battles against Japan and, from 1942, the United States had bases on Australian soil. In 1942, as Japan moved closer to Australia, Curtin defied British Prime Minister Winston Churchill by insisting that Australian troops be recalled from the Middle East for duty closer to home.

In 1942, in a further burst of independence, the Federal Parliament finally adopted the *Statute of Westminster*, a 1931 Act of British Parliament giving legal recognition to the independence of dominions within the British Commonwealth.

Australia benefited from the US government’s Lend Lease Scheme and responded to MacArthur’s complaints regarding Australia’s conscription policy. MacArthur questioned why American conscripts should protect Australia when Australian conscripts couldn’t serve beyond New Guinea. Curtin agreed to have Australian conscripts serve ‘overseas’ and thus put Australia in a better position to call on American protection and resources.

Nearly one million US troops spent short periods of time in Australia from late 1942. Australians and Americans generally got on well together and this period of time marked a new phase in Australia’s relationship with the United States. American customs and attitudes opened Australia’s eyes to ideas other than those emanating from British traditions. By late 1944, most of the US troops had left — some by this time having married Australian war brides.

In 1951, Australia and New Zealand joined with the United States to sign the ANZUS Treaty. Under the terms of the treaty, the nations each viewed an attack on any one of them as a threat to the security of them all. Australia welcomed the ANZUS Treaty as a means of strengthening its alliance with the United States, even though the treaty did not commit the United States to providing military support to Australia.

**SOURCE 1** Photograph of US President George W. Bush and Australian Prime Minister John Howard inspecting a naval guard in Washington DC in 2001 at the time of the fiftieth anniversary of the ANZUS alliance



### 3b.13.2 Australia and the UN in the post-war world

The atrocities of World War II led to renewed efforts to establish a framework for maintaining international peace and for ensuring the recognition of people’s human rights. The United Nations (UN) officially came into being on 24 October 1945 as an organisation dedicated to the maintenance of world peace and security. Australia was one of the UN’s founding members and has participated through diplomatic missions and UN ambassadors in its key bodies, especially the UN General Assembly in New York.



Australia has also contributed to a number of UN peacekeeping missions (such as leading multinational peacekeeping forces in Timor-Leste from 1999 to 2005); has provided humanitarian aid to areas of Asia, Africa and the Middle East; and has shown its support for UN conventions and treaties by having them incorporated within Australian laws prohibiting discrimination and supporting human rights principles.

### 3b.13.3 Australia and Asia in the post-war world

In the years since World War II, Australia has sought to enhance its security and economic prosperity through a range of agreements in the Asia–Pacific region. Australia is one of the 21 member economies of the Asia–Pacific Economic Cooperation (APEC), which came into being in 1989. Together these member economies make up over one-third of the world’s population and contribute nearly half of the world’s trade.

Australia is also one of the ten dialogue partners of ASEAN, the Association of South-East Asian Nations. As such, Australia contributes to the ASEAN Regional Forum, which is Asia’s main forum for discussion of security issues. In 2005, Australia was one of the founding members of the East Asia Summit, which facilitates dialogue on regional cooperation and integration.

**SOURCE 2** Photo showing US President George W. Bush and Australian Governor-General Sir Michael Jeffries during the 2007 APEC conference in Sydney



### 3b.13 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

#### Check knowledge and understanding

1. How did World War II affect Australia’s relationship with:
  - (a) Britain
  - (b) the United States
  - (c) Asia?
2. When and why did Australia become involved in the UN and what has been the nature of Australia’s involvement?

#### Develop source skills

1. What messages could we take from **SOURCE 1**?
2. Describe what is happening in **SOURCE 2** and provide some context.



Deepen and check your understanding of the topic with the following resources and auto-marked questions:

🔗 **Australia’s international relationships**



## 3b.14 Research project: Why did the government withhold details about the bombing of Darwin?

### 3b.14.1 Scenario and task

During World War II, Australia faced a range of threats. One of the most serious perceived threats was that of invasion by Japan. The Japanese forces had expanded throughout South-East Asia with such speed that many Australians felt that we were surely the next target. On 19 February 1942, the belief in imminent invasion was reinforced by the bombing of Darwin. It was the first time an enemy had attacked the Australian mainland, and it signalled the beginning of a series of attacks across the northern part of the continent.

We now know that around 250 people were killed in the raids of that day, and more than a dozen ships in the harbour were sunk or damaged. But at the time, while the raid itself was made public, full details of the damage and casualties were not revealed. News reports the following day put the death toll at 17, and other information was limited. Why was this done? You will investigate to what extent the government censored information about the bombing.



As a newspaper reporter living in Darwin in 1942, you have experienced the Japanese bombing first hand. You will write an accurate account of what happened, but then decide whether it should be published after considering the purposes of censorship during wartime.

### 3b.14.2 Process

- Access your learnON title to watch the introductory video. You will complete this project individually but you can first form a group with other members of your class to share your research.
- The first part of this project is to research the events of February 19th 1942. The weblinks in your Resources tab will help you get started. The below topics will help provide a framework for you research.
  - Should the accurate report of what happened have been published?
  - To what extent did the government conceal information about the events, and why?
  - What happened on February 19th 1942?



- Once you have completed your research you need to write a newspaper article of approximately 500 words about what happened during the bombing of Darwin. Make sure you include some background about the war as a whole so that it can be seen in context. This will complete the first part of the project. As you research you should also compile a bibliography of the sources you have used to find your information.
- The second part of this project involves you investigating how much information the government revealed, or didn't reveal, to the people of Australia. The weblinks in your Resources tab will help you discover the truth. Make notes as you go, not just about how much the government didn't tell the public, but why that information was kept secret. Again, remember to keep a bibliography of your sources as you go.
- Thirdly, as a newspaper reporter living in Darwin and witnessing the bombing first hand, your editor has left it up to you to decide whether or not to publish your accurate account of February 19th 1942. Having looked at some reasons why the government kept information about the bombing secret you now need to weigh up the pros and cons of the story being published. Consider the purpose of censorship during wartime, and what the government was hoping to achieve by keeping certain information secret. Was it to avoid panic? Or was just enough information revealed to highlight the need for wartime preparedness? You have to come to a conclusion, and be able to explain and defend it.
- Your final task is to write a letter to your editor explaining why your accurate article on the bombing of Darwin should or shouldn't be published. In your letter you need to provide your reasoning for your particular view. It should also indicate what your thoughts are on the necessity of censorship during times of war.
- Once your letter is completed, review your initial article and your letter carefully, remembering to double-check your spelling and grammar, and make any final adjustments. Submit your research notes and bibliography to your teacher along with your completed newspaper article and the letter to your editor.

## learnon RESOURCES — ONLINE ONLY

Go online to access additional resources such as templates, images and weblinks.

# 3b.15 Review

## 3b.15.1 Review

### KEY TERMS

**39th Infantry Battalion** mainly 18–19-year-old conscripts to the Citizen Military (home defence) Force; assigned in mid 1942 to block a Japanese advance via the Kokoda Trail

**ACTU** Australian Council of Trade Unions

**Afrika Corps** the 'blocking force' under the leadership of General Erwin Rommel, that Hitler sent to support Italian efforts in North Africa in February 1941

**Allies** the name for the countries that allied themselves against the Axis powers during World War II. They included the United States, the Soviet Union and Britain and her former colonies.

**anti-Semitic** a term to describe hostility and prejudice towards Jews

**appeasement** the policy that Britain and France pursued towards Germany from the mid 1930s until 1939. Their intention was to give in to some of Hitler's demands in the hope of avoiding war.

**armistice** temporary halt to fighting in order to allow peace negotiations



**Axis powers** the powers of Germany, Italy and Japan, who, along with their supporters, fought against the Allied powers in World War II

**banzai charge** a mass attack against the enemy aimed at either succeeding or dying honourably rather than surrendering or being captured

**boycott** a form of protest that punishes people by imposing some kind of ban on them or refusing to have contact with them or their businesses

**censorship** government control over what the public can see, view or hear, to prevent the communication of information it judged to be objectionable, sensitive or harmful to the war effort

**cheap labour** workers who are lowly paid, whose jobs are not protected and who have little access to the usual worker benefits

**collective security** the idea that League member nations would act together against any nation that threatened any other member

**Communist** political party that controlled Soviet government from 1917 to 1991

**communist** a person who supports a system of social organisation based on the idea that the state or community as a whole should own all property

**concentration (or labour) camps** initially, camps that the Nazis created to imprison their enemies, especially Jews. From 1939, these became camps where inmates were used as slave labour and worked to death producing war materials for the Nazis

**conscription** the compulsory enrolment of individuals for service in the armed forces

**D-Day** a term for the first day of a planned military operation. 'D minus 1' would be the day before this and 'D plus 1' the day after.

**democratic republic** a government run on democratic principles with an elected rather than a hereditary head of state

**double burden** a term used to describe society's expectation that women continue to perform their unpaid household work while also participating in the paid workforce

**El Alamein** a town on Egypt's Mediterranean coast, 106 km west of Alexandria

**enemy aliens** people living within a country with whom their own country is at war

**fascist** used to describe someone who follows the political ideology that the individual should serve the state, which should be governed by a strong leader embodying the national will. Mussolini led this movement in Italy from 1919 until his execution in 1945.

**fuzzy-wuzzy angels** nickname for Papua New Guineans who carried injured soldiers down the Kokoda Trail

**Geneva Convention** an international agreement on the rules for wartime treatment of prisoners of war and the wounded

**ghetto** an area within which Jews were confined and segregated from the rest of a city and its population. The term originated in Venice in 1516 when the Venetians forced the city's Jews to live separately from the rest of their society

**Great Depression** a period from the late 1920s until the outbreak of World War II when most nations suffered severe economic hardship and massive unemployment

**Holocaust** the systematic killing of more than six million of Europe's nine million Jews by the Nazis in the period c.1939–45

**home front** civilian participation in the war effort

**incendiaries** bombs that burst into flames upon explosion

**internment** the practice of keeping people under guard in a specific area, particularly during wartime

**island hopping** the US strategy of having its forces conquer one by one the Pacific islands that would facilitate the invasion of Japan

**isolationism** the term used to describe the US foreign policy of withdrawing from involvement in international (and especially European) affairs except in defence of its own interests

**kamikaze pilots** pilots who, as Japan neared defeat, embarked on suicide missions, crashing planes loaded with bombs, torpedoes and explosives into Allied warships

**'mopping up' operation** finishing off a military campaign by killing or capturing enemy troops who remain fighting after the main battle has been won

**munitions** weaponry, ammunition and other materials used in war

**Panzer Army Africa** the name for Rommel's Axis forces in Africa in 1941. It incorporated an enlarged Afrika Corps as well as Italian troops.

**Post Exchange (PX)** a store where American servicemen could purchase goods and services that were not subject to local taxes



**post-traumatic stress disorder** a mental health disorder caused by involvement in a threatening and terrifying situation (for example, combat or being a prisoner of war). Symptoms include severe anxiety, involuntarily mentally re-living the event, and recurring nightmares about it.

**prisoners of war (POWs)** people captured and imprisoned by their wartime enemy

**rationing** allowing each person only a specific quantity of a particular product

**reserve labour force** a term used to describe how women have been used as a 'spare' labour force in times of need

**right-wing** describes people supporting nationalism, tradition and a social hierarchy, as opposed to those of the left wing, who support change to improve workers' economic, political and social position

**siege** surrounding a town so as to cut off supplies and military aid and force its defenders to surrender

**Vichy France** the government of southern France that collaborated with the Axis powers in WWII and whose forces fought against the Allies in North Africa

**Weimar Republic** the name of the German government from late 1918 to early 1933

## 3b.15 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### learnON ONLINE ONLY

3b.15 Activity 1: Check your understanding

3b.15 Activity 2: Practise your historical skills

3b.15 Activity 3: Multiple choice quiz

Go online to access additional end of topic resources such as interactivities and printable worksheets.

## Comprehension: chronology, terms and concepts

1. Create a timeline of key events that led to the outbreak of World War II and Australia's decision to be involved in it.
2. Create a timeline summarising Japanese expansion to 1941 and the main events of the war in the Pacific from 1941 to 1943. Colour-code the entries so that those related to Japanese expansion are in one colour and those related to Japanese retreat are in another.
3. Work in groups of two or three to create a group crossword using the following steps.
  - (a) Create a list of historical terms and clues relevant to your study of this topic.
  - (b) Feed these into a software program that allows you to create a crossword.
  - (c) Make these crosswords available for other groups to try.
  - (d) Award a prize for the best crossword.

## Analysis and use of sources

4. Look at **SOURCE 1** and then, using the source and your own knowledge, answer the questions that follow.
  - (a) Who do the figures depicted in the cartoon represent?
  - (b) Describe what each of the three people is doing and list the other things the cartoonist has shown within the cartoon.
  - (c) What is meant by the words 'long-distance thinking'?
  - (d) What situation or events do you think influenced the cartoonist in creating this cartoon?
5. Evaluate **SOURCE 1** in terms of its reliability and usefulness for someone studying Australia's wartime relationship with Great Britain.
6. Which of the following statements could you conclude after reading **SOURCE 2** about Indigenous women's experiences of wartime work?
  - (a) They were placed in the most dangerous forms of work.
  - (b) Their work area was segregated from that of non-Indigenous workers.
  - (c) Indigenous women enjoyed new experiences in the workplace.
  - (d) The government was committed to providing them with work that would extend their skills.

**SOURCE 1** Cartoon entitled 'Long-distance thinking', created by Sydney cartoonist William Mahony for the *Daily Telegraph* in 1942



**SOURCE 2** An extract from Connie Alberts' description of her war work

I knew the munitions was dangerous work, but I still liked it. I liked mixing with all the girls and I liked machine work. My cousin, Mary King, worked behind me, so we had all our friends right around us. Like a lot of women, I learned new skills. The women did well during this time. Our boss was a woman. A lot of girls became skilled mechanics and they had to fix the machines. Other girls became skilled tool setters ...

Quoted in Alick Jackomos and Derek Fowell, *Forgotten Heroes, Aborigines at War from the Somme to Vietnam*, Victoria Press, Melbourne, 1993, p. 45.

## Perspectives and interpretations

7. What is the perspective of the **SOURCE 1** cartoonist and what message does he want to convey to the readers of *The Daily Telegraph*?
8. Write a letter dated August 1942 to a relative serving overseas. Describe how the war has changed your life as a 15- or 16-year-old boy or girl in Australia. Make sure you include relevant factual detail about life on the home front. Swap your work with a neighbour who should act as censor, using a thick black pen to cross out any information that the enemy could potentially use. Then discuss the perspective of you as writer and your neighbour as censor.
9. Read the following paragraph on the war in New Guinea and answer the questions that follow.

Many people use the term 'Battle for Australia' to express their belief that Australians fought in New Guinea to protect their nation from a Japanese invasion. Historian Dr Peter Stanley, in 2006, described this as 'historical nationalism, an interpretation ... shaped to fit the needs of the future, not the evidence of the past'. Evidence indicates that, by early 1942, Japan had rejected any thoughts of invasion and was mainly concerned with isolating US military capabilities within Australia by controlling, from Port Moresby, the air and sea around it. Prime Minister Curtin knew this at the time but still spoke publicly of an invasion threat.

- (a) Identify the two interpretations of Australia's involvement in war in New Guinea.
- (b) Why might participants in the fighting in New Guinea also support the idea of a 'Battle for Australia'?
- (c) Explain Dr Stanley's message in relation to how people interpret these events.

## Empathetic understanding

10. Why do you think Prime Minister Curtin continued to talk of the threat of invasion even after he knew this was unlikely?

## Research

11. Identify the questions that would help guide further research into one of the following topics:
- Nazi treatment of Jews in Germany.
  - The fall of Singapore
  - The Allied bombing of Germany
12. Identify and list sources available on the internet that would help you answer the questions you devised in question 11.
13. Make appropriate changes to your inquiry questions from question 11 to fit the information available to you in the sources you found in question 12.

## Explanation and communication

14. On 24 August 1939, Germany and the Soviet Union signed the Nazi–Soviet Pact, an agreement not to go to war with one another for 10 years.
- (a) Use books and internet sources to research and make notes on:
- the main terms of this agreement
  - what motivated each of the two powers to sign this agreement
  - French and British responses to the news of this agreement.
- (b) Use your information from part (a) to write a three-page response to the topic: Explain the significance of the Nazi–Soviet Pact. Organise your answer into about six paragraphs, using the model of a topic sentence followed by supporting information for each one. Incorporate historical language and concepts into your response. Use footnotes and a correctly formatted bibliography to present your work in a professional manner.
15. Choose one of the following essay topics and use the dot point guidelines below to help you respond to it.
- (a) Explain how Hitler extended his control over Europe in the period from 1939 and how the Allies defeated Germany.
- (b) Explain the main features of war in the Pacific and how it came to an end.
- Use the information provided in Topic 3b to work out a plan for your answer, and write the first draft. Make sure your work is organised into paragraphs, each starting with a topic sentence.
  - Use books and the internet to conduct further research. Look for additional points that you can include in your essay to show a greater depth of information for some of your existing points.
  - Create a second draft of your essay. Check to see that:
    - it answers the question
    - your information is well organised and logically sequenced
    - you have provided good depth of information to support your main points
    - you have incorporated historical language and concepts into your response.
  - When you are happy with your corrections, write the final copy.
  - Use footnotes and a correctly formatted bibliography to present your work in a professional manner.
-

# TOPIC OV2

## The Modern World and Australia

### OV2.1 Overview

Numerous **videos** and **interactivities** are embedded just where you need them, at the point of learning, in your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). They will help you to learn the content and concepts covered in this topic.

#### LEARNING OUTCOMES

In this topic students will investigate:

- Continuing efforts post–World War II to achieve lasting peace and security in the world, including Australia's involvement in UN peacekeeping **OV2.2**
- The major movements for rights and freedom in the world and the achievement of independence by former colonies **OV2.3**
- The nature of the Cold War and Australia's involvement in Cold War and post-Cold War conflicts (Korea, Vietnam, the Gulf Wars, Afghanistan), including the rising influence of Asian nations since the end of the Cold War **OV2.4**
- Developments in technology, public health, longevity and standard of living during the twentieth century, and concern for the environment and sustainability **OV2.5**

#### OV2.1.1 Introduction

The end of World War II brought a new world order. Europeans exhausted by World War II could no longer assert their control over their old empires. New nations were forged from colonial possessions and two new world superpowers emerged — the Soviet Union and the United States of America. From their rivalry came a dangerously divided world and an era called the Cold War. The end of the Cold War in the 1990s did not bring a safer world. New issues such as global terrorism and a changing global economy created new world tensions.

In the twentieth century, improved technologies revolutionised transport, communications, work and medical science. They gave the post-war generation the chance of longer, healthier and more comfortable lives. Towards the end of the twentieth century, an awareness of the damage done to our fragile Earth gave rise to the environmental movement, and the first generation in history saw a global challenge requiring the action of a global community.

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**Watch this eLesson:** The modern world and Australia (eles-1061)



**SOURCE 1** Victory in the struggle for democracy in Myanmar (Burma) being celebrated by National League for Democracy supporters after the 2012 parliamentary elections gave the popular political leader Aung San Suu Kyi a seat in Myanmar's government.



## Starter questions

1. The Superpowers fought a 'Cold War' in the decades after World War II. Explain the meaning of 'Superpower' and 'Cold War'.
2. The European Convention of Human Rights identifies a range of essential rights. Which group of people in society are these rights particularly important to?
3. Our 21st century world has become a global community. Briefly discuss and then write a brief explanation of what you think this term means, and what the responsibilities of being citizens of a global community are.
4. Democratic societies value equal rights, freedom of speech and the right to protection under the law. Identify what you consider would be three obstacles to building strong democratic systems of government.
5. A range of environmental issues are constantly discussed in the media, within government and at a community level. List some of these concerns that you have heard about.

## OV2.2 Australia after 1945 — war and peace

### OV2.2.1 Australia and the United Nations

On 24 October 1945 the United Nations (UN) was created to replace the League of Nations. The League had been established after World War I according to the vision of the US President Woodrow Wilson. Wilson had fought for the establishment of an organisation to deal with international disputes through **arbitration** and negotiation, rather than through war. However, the League failed to keep world peace for two main reasons: powerful countries such as Germany did not remain members after 1933 and members could only be asked, not forced, to take a peaceful course of action.

With the end of World War II, the commitment was once again made to build an organisation dedicated to world peace and security. Since 1945, the United Nations has been the focus of global initiatives aimed at promoting peace and freedom in our modern world.

The work of the UN is based on the principles of the *Universal Declaration of Human Rights*, and is dedicated mainly to the economic and social improvement of developing nations.

## RETROFILE

During the period of the wartime Labor government the Australian Minister for External Affairs was Dr Herbert Vere, or 'Doc', Evatt. Evatt believed that Australia could make a very important contribution to post-war world affairs. He led Australia's delegation to the meetings at the San Francisco Conference in April 1945, where the UN **Charter** was debated and finally adopted. Evatt championed the rights of the smaller nations to have their say in the formation of the key principles, policies and powers of the United Nations.

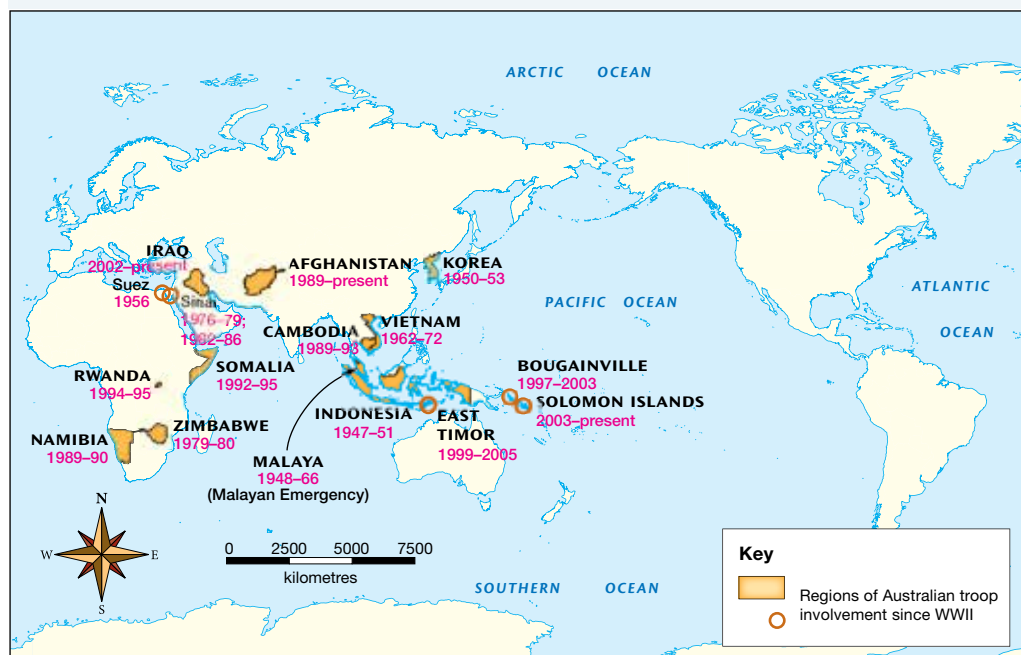
In 1948 Doc Evatt's influence was recognised when he was elected President of the UN General Assembly.

## OV2.2.2 Australians at war and peacekeeping

As a member of the UN, Australia commits to working with other nations to maintain world peace. On three occasions the UN has exercised military force to resolve a conflict — the Korean War (1950–53), the Suez Crisis (1956) and the Gulf War (1991). Australian military personnel served in the Korean War and the Gulf War.

Australia's military forces have contributed to UN peacekeeping operations in 36 nations. The peacekeeping role began in 1947 when Australia was among the first group of UN military observers sent to Indonesia during the period when the Indonesians were fighting for their independence from Dutch rule. Over the last 60 years, approximately 30 000 Australians have been involved in more than 100 separate peacekeeping missions. The peacekeeping role is complex, involving responsibilities ranging from investigation of human rights violations to the establishment of local police and judicial systems. Combat troops have been sent to Cambodia, Rwanda, Somalia and Timor-Leste, formerly known as East Timor.

**SOURCE 1** Map showing regions of post—World War II conflicts involving Australian troops



Australia's peacekeeping operations expanded in size and scope in the 1970s. At the end of the 1970s, a force of 150 soldiers was deployed to Africa as part of a British Commonwealth operation overseeing the independence of Zimbabwe. In 1989, medical assistance, technical and engineering support was sent to Namibia.

The end of the Cold War began a new era in peacekeeping responsibilities. Australian forces were involved in imposing UN sanctions against Iraq before and after the Gulf War. In 1993, Australian peacekeepers played a diplomatic role in establishing political stability in Cambodia and supervised the delivery of humanitarian aid in war-torn Somalia.

In 1999, Australia's most important peacekeeping operation began when the UN requested that Australia establish and lead a multinational peacekeeping force in East Timor. Despite an overwhelming vote for independence in the referendum held in East Timor in 1999, a peacekeeping force was needed to bring an end to the violence that had come with the rejection of Indonesian rule. Peacekeepers were engaged to administer the territory during the period of transition to self-government. Australia provided the UN force commander, Major General Peter Cosgrove, and more than 5500 additional personnel. In supporting the establishment of a democratically elected Timorese government, Australia remained the largest contributor of peacekeepers to the mission in East Timor.

**SOURCE 2** An Australian soldier with one of the local children in East Timor



## OV2.2 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Comprehension and communication

With reference to **SOURCE 1** and the text, construct a timeline of the conflicts Australia has been involved in since World War II. Provide a short summary of key areas of conflict on your timeline based on information from the text.

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Deepen and check your understanding of the topic with the following resources and auto-marked questions:

- ✦ Australia and Cold War conflicts (1948–1966)
- ✦ UN interventions and peacekeeping

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Complete this digital doc: Worksheet OV2.2 Rights and responsibilities (doc-23097)

## OV2.3 The fight for rights and freedoms

### OV2.3.1 Making changes

The two world wars of the twentieth century had a great impact on the development of the modern civil rights movement. From this terrible loss of life, suffering and abuse of human rights came a greater determination to protect freedom, justice and peace. The twentieth century world was forced to face the horror of the Holocaust, the denial of the most basic freedoms of the Jewish people of Europe during the 1930s and 1940s. The Holocaust continues to remind us of the importance of civil rights and freedom. After World War II,



the United Nations Declaration was created upon the principle that all people were entitled to basic rights and freedoms irrespective of their nationality, ethnicity, race, gender, language, social class, age or sexuality.

The struggles for rights and freedoms in the twentieth century achieved some remarkable changes in many regions of the world:

- laws to establish safe workplaces, minimum wages and regulations to protect children in employment
- improvements in the position of women in the workplace and their right to vote
- independence and self-determination for people living under **colonial** rule
- protection of the law and equal opportunity for oppressed racial and religious minorities.

**SOURCE 1** The civil rights march on Washington in 1963 was the largest peaceful demonstration ever held in the United States.



### RETROFILE

The modern concept of human rights had its origin in the ideas that sprang from world events such as the French Revolution, America's battle against British colonial control and the 1776 United States Declaration of Independence, which expressed the belief that:

'...all men are created equal, that they are endowed by their creator with certain inalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.'

## OV2.3.2 The Aboriginal and Torres Strait Islander civil rights struggle

When Europeans arrived in Australia in 1788, Aboriginal and Torres Strait Islander people were living across the continent and surrounding islands in well-established groups, with distinctive cultures and traditions. Throughout the nineteenth century, competition for land and food supplies led to the dispossession of Aboriginal people from their land. Aboriginal people were forced to fight to protect their land and lives.

By the mid nineteenth century many Aboriginal people were using political methods such as petitions and lobbying to convince the government to give back their land. Some Aboriginal people moved onto **Crown land** and began planting crops. In response, the government declared many reserves on Crown



land during the 1870s and 1880s. On these reserves the Aboriginal people lived and worked independently. However, in the twentieth century Aboriginal Reserve land was handed over to white farmers demanding more land for themselves. By the 1920s, disease, despair and dispossession had led to a rapid decline in the size of the Aboriginal population.

A long struggle for equal pay began in 1944 when soldiers serving in the Torres Strait Defence force mutinied because they were being paid only half the rate that white soldiers were. In the following year Aboriginal stockmen went on strike in protest at their poor wages and working conditions.

In 1948 Australia became a signatory to the Declaration of Human Rights. At this time, most Aboriginal and Torres Strait Islander people still lived with harsh government controls and regulations. The government dictated where they could live and work, who they could marry, how they could spend their money and whether they could keep their children. In the 1950s, activist organisations such as the Council for Aboriginal Rights increased pressure on Australian governments to abolish the discriminatory policies that denied Aboriginal and Torres Strait Islander people their basic rights.

### RETROFILE

In the early part of the twentieth century, Aboriginal children were regarded as a potential servant class for white Australia. It was not until 1938 that Aboriginal education in Australia progressed beyond Grade Three. Aboriginal children were not permitted to attend high schools until 1949.

### Reconciliation and recognition

In 1996 the fight for recognition of past injustice took a leap forward when the Governor-General, Sir William Deane, gave the inaugural Lingiari Lecture at the Council for Aboriginal Reconciliation in Canberra. In June 1966 Vincent Lingiari led the Gurindji people in a protest campaign against the poor wages and living conditions his people endured at the Wave Hill Cattle Station in the Northern Territory. The campaign marked a step forward in the movement for Aboriginal and Torres Strait Islander Land Rights. The commemoration of the achievements of Vincent Lingiari recognised the wrongdoing of the past, and the importance of the Aboriginal and Torres Strait Islander peoples' struggle for rights and freedoms.

**SOURCE 2** Vincent Lingiari led a 7-year fight for the right of the Gurindji people to gain title to their land. He is pictured in 1977 at Wattie Creek, Northern Territory.



In 1982, a group of Torres Strait Islanders led by Eddie Koiki Mabo began their campaign for recognition of ownership rights over plots of land on their island home. On 3 June 1992, Australia's High Court handed down the historic Mabo decision recognising native title. The legal recognition of ownership of traditional lands was a momentous step in the struggle for Aboriginal and Torres Strait Islander civil rights.

### OV2.3.3 The women's movement

World War I brought change to the lives of women. This time of 'total war' led to women being involved in many more areas of life. They worked in munitions factories, on farms, as transport workers and nurses.

By the 1920s, increasing numbers of girls were completing a secondary education, and some were attending university. However, entering the paid workforce did not entitle women to equal pay or conditions

with men. Although they worked the same hours, women were paid less because men were considered to be the family providers. In Australia, women were paid on average half the rate of men. Women were excluded from most professions except teaching and nursing, traditionally regarded as female occupations. Despite restrictions on the type of work they could do, women made up over 20 per cent of the Australian workforce.

### The right to vote

After World War I, women in Germany and Britain over the age of thirty were given the vote. It was not until 1928 that British women aged over twenty-one were granted the vote. In the United States women gained the vote in 1920, while French women had to wait until after World War II for their right to vote. Australian women gained the vote with Federation in 1901.

**SOURCE 3** A suffrage parade in New York in 1912. The suffragettes were women who campaigned for women's rights. In another parade in 1917, they carried placards containing over one million signatures in support of the right to vote.



### Women and political power

Australian organisations such as the National Council of Women attempted to get women into parliament in the 1920s because women were excluded from important roles in political parties and trade unions. Women's groups believed that gaining political power was the most effective way of bringing public attention to women's issues and achieving real change.

In 1921 Edith Cowan, a candidate for the Legislative Assembly of Western Australia, became the first woman elected to an Australian parliament. Edith Cowan devoted her life to protecting the underprivileged and winning civil rights for Australian women and children. During her long public career she influenced legislation and increased public awareness of issues of social justice. One of the milestones of women's rights in Australia was her introduction of the Women's Legal Status Act, which gave women the right to practise law. This legislation paved the way for modern equal opportunity legislation.

**SOURCE 4** The face of Edith Cowan as depicted on the Australian \$50 note. The enduring image of her is as a strong campaigner for women's rights and a powerful parliamentarian.



## Women and equal pay

Australian women took on a more active role in the World War II war effort than they had in World War I. They took on roles in business and on the land, and volunteered for all three branches of military service. Trade unions now feared that women's labour, which was nearly half the cost of the male equivalent, would undermine men's position and wage levels in the workforce. The Australian Council of Trade Unions (ACTU) campaigned for women in heavy industry to receive the same wages as men for the duration of the war.

In the post-war world, women increasingly challenged the idea that women's work should be less valued than that of men. The 1948 United Nations Declaration of Human Rights stated that 'Everyone, without any discrimination, has the right to equal pay for equal work'. Despite expressing a belief in the importance of equality, the principle of equal pay for work of equal value was difficult to implement.

The Whitlam Labor government (1972–75) promised to improve the position of women within Australian society. It advocated recognition of the Equal Pay Principle and, in 1974, successfully argued for an extension of the minimum wage to adult females. Despite numerous advances, however, true gender wage equality has still not been achieved and remains an ongoing issue in Australia today.

## Women's liberation

The 1960s and 1970s were decades characterised by a questioning of political, economic and social systems. In Australia it was a time of protest, with debates over a wide range of issues such as the Vietnam War and women's rights. In 1970, the Women's Liberation Movement became a force in Australia. While the feminists of the early twentieth century had fought mainly for a woman's right to vote, this second wave of feminists embraced broader goals.

These goals included:

- Challenging traditional beliefs about women's inferiority and the dominant role of men
- Achieving equality in the workplace and in education
- Providing women with childcare and family planning services
- Eliminating discrimination from public institutions such as banks
- Establishing legal protection for vulnerable women in situations such as domestic violence
- Introducing legislation protecting equality in all walks of life.

At the end of the twentieth century, women continued to fight for equality. In the mid 1990s, the Australian workforce had the highest level of segregation into 'male' and 'female' jobs of any nation in the developed world. In many traditional societies around the world, feminist movements have been fiercely resisted. Restrictions and practices that encourage a male-dominated society and restrict the rights and freedoms of women continue to survive into the twenty-first century.

**SOURCE 5** Photograph showing some of the estimated 3000–5000 participants in the International Women's Day march in Melbourne on 8 March 1975. Four policewomen led the march.

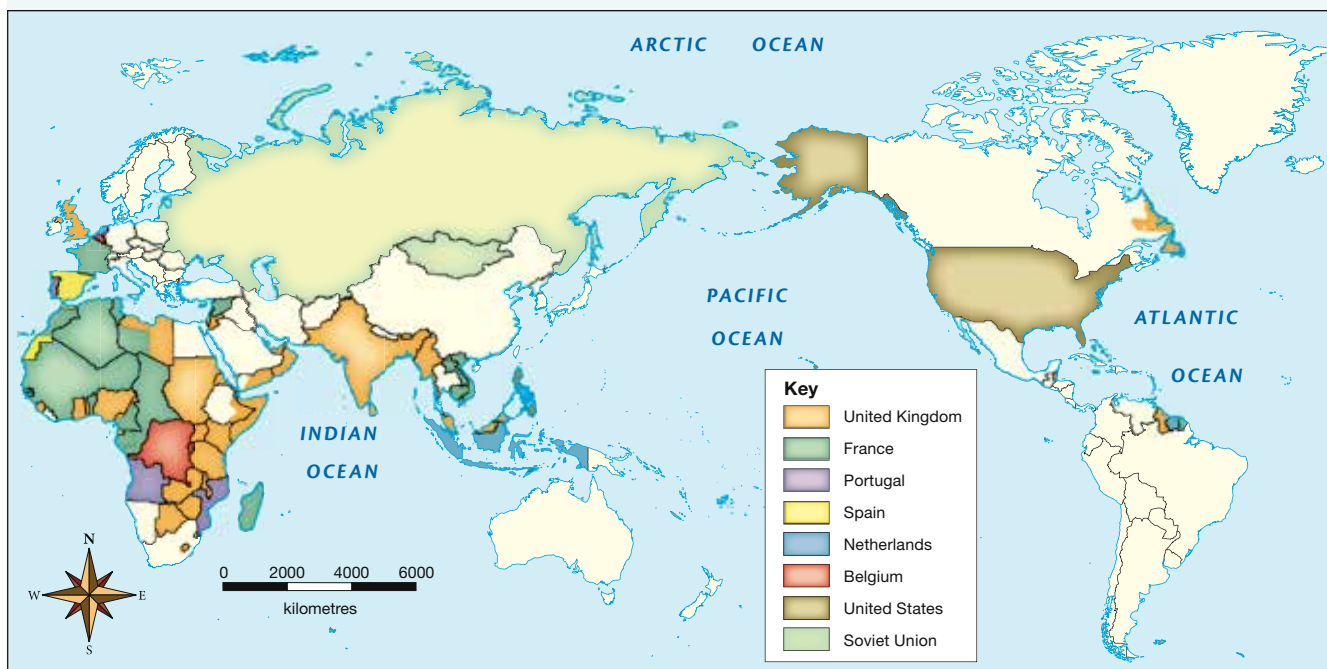




## OV2.3.4 Independence for all

At the beginning of the twentieth century, European empires controlled half of the world and more than 650 million people. These empires had been established through agreements between the European powers at the end of the nineteenth century. World War I destroyed the empires of the nations who lost the war. The Paris peace talks of 1919 debated 'self-determination' for people under the control of Germany and her allies, but did not question the right of France, Britain, the Netherlands or Belgium to keep their colonial control of millions of people across Africa, Asia and the Pacific. Powerful ideas such as **nationalism** and democracy transformed nineteenth-century Europe and then inspired peoples living under twentieth-century colonial control. In Africa and Asia the calls for civil rights and a greater say in government increased during the years between the wars. The protests, strikes, riots and civil disturbances of the 1930s signalled the beginning of the end of the era of European empires.

**SOURCE 6** The countries of the world under colonial control at the end of World War II



During World War II, colonial authority was increasingly met with mass demonstrations, riots and rebellion. World War II challenged colonial control for a range of reasons:

- Colonial powers were severely weakened and unable to maintain their control when faced with opposition.
- War brought an increased European reliance on the raw materials found in the colonial lands.
- Thousands of Africans and Asians fought within colonial armies becoming more familiar with modern technology and ideas.

The new generation of African and Asian nationalist leaders was well educated, organised and now understood Europeans and the colonial systems of government that made them second-class citizens. In 1945 Egypt and Ethiopia were the only independent countries in Africa. By 1960, 800 million African and Asian people had gained their national independence and were citizens of one of the forty new nations declared since the end of World War II.

**SOURCE 7** A 1961 stamp issued by the USSR entitled 'Freedom peoples of Africa'. The stamp marked decolonisation and the emergence of the independent African nations.





The struggle for civil rights continued in many of the newly independent nations. In the Republic of Myanmar, also known as Burma, the path to democracy has been long and troubled. After achieving independence from Britain in 1948, Burma fell under military rule between 1962 and 2011. Political protest was met with violent suppression. On 2 May 2012, the transition to a democratic system of government moved forward. The pro-democracy leader, Aung San Suu Kyi, was sworn in as a member of Burma's parliament after having spent over 20 years as a political prisoner.

## OV2.3 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Comprehension and communication

1. The major twentieth-century movements for rights and freedoms were led and supported by ordinary people showing extraordinary courage and determination. Who are the freedom fighters depicted in **SOURCES 1 to 3**?
2. Write a caption to accompany **SOURCE 7**, explaining the significance of the independence movements to twentieth-century history.

### Develop source skills

3. Refer to **SOURCE 4** and describe how the \$50 note represents Edith Cowan.
4. Using **SOURCE 4** and the text as your guide, write a brief outline of the significance of the women's movement of the early twentieth century to modern Australia.
5. Where possible, identify the messages shown on the placards in **SOURCE 5**. What issues do they relate to? What do you think was the significance of four policewomen leading the march?

### Investigate further

6. Refer to **SOURCE 6**.
  - (a) Identify two countries under colonial control at the end of World War II and the governing nation.
  - (b) Research the period of colonial control and the modern-day nations that emerged with independence.
  - (c) Imagine it is the year of independence of one of your chosen nations. Briefly tell the story of gaining independence as a diary entry written from the point of view of a citizen of the new nation.



Deepen and check your understanding of the topic with the following resources and auto-marked questions:

- Independence movements in Asia
- Independence movements in Africa



ONLINE ONLY



Complete this digital doc: Worksheet OV2.3 Rights and freedom (doc-23098)

## OV2.4 The Cold War and beyond

### OV2.4.1 The Cold War

At the end of World War II, the United States and the Soviet Union were the two new superpowers. The great military might of these nations dominated the rest of the world and divided the world into two groups:

- An 'Eastern bloc' of countries headed by the **communist** Soviet Union. The British Prime Minister Winston Churchill described Soviet Union control of the Eastern bloc as being like an 'iron curtain' around countries such as Poland, Romania, Albania, Bulgaria, Hungary, Yugoslavia, Czechoslovakia and East Germany.

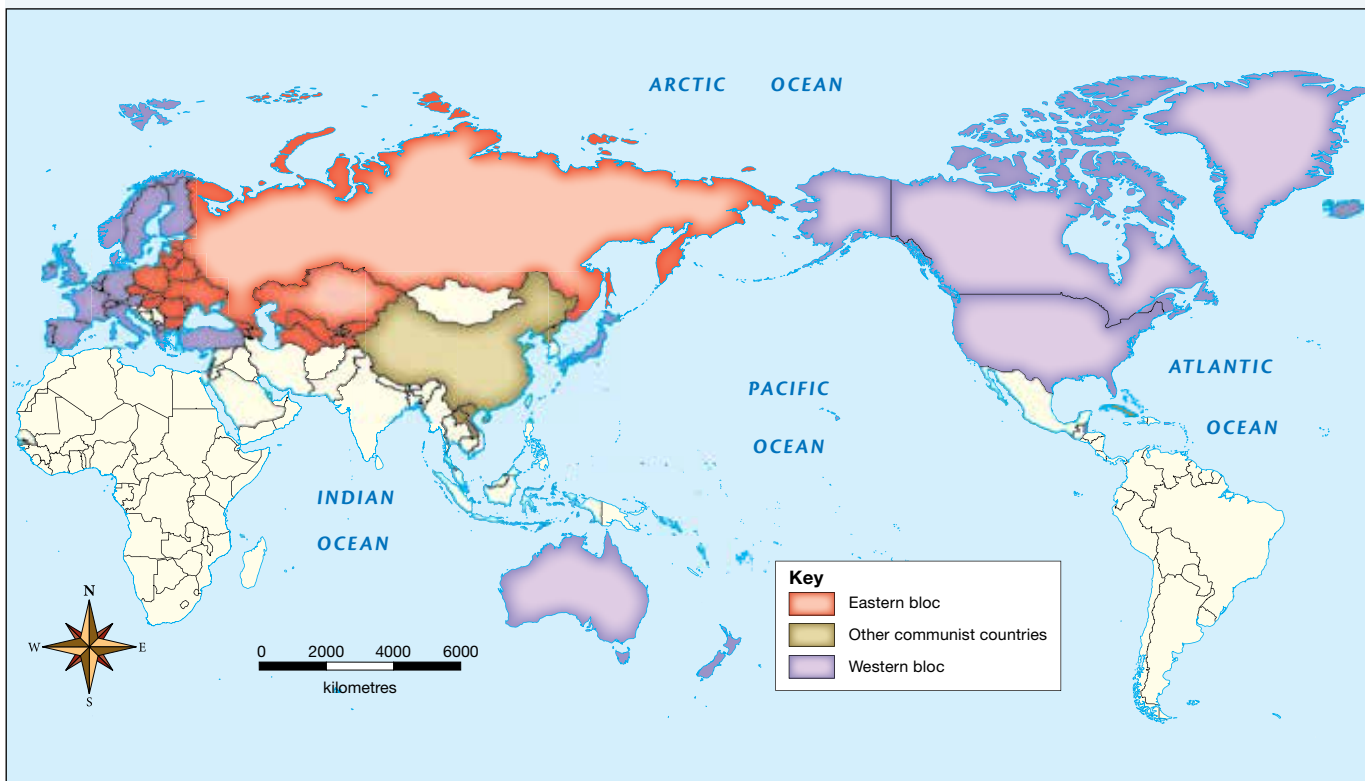
- A 'Western bloc' of countries headed by the **capitalist** United States. In 1947, the United States declared that its policy was 'to support free peoples who are resisting attempted **subjugation** by armed minorities or by outside pressure'. The aim of the policy was to stop the spread of communist power.
- The conflict between the Eastern and Western blocs became known as the Cold War. It was a conflict that centred on Europe but eventually extended to the Asia-Pacific region.

This division between the Eastern and the Western blocs began in the closing months of World War II. The United States and the Soviet Union had been allies during the war, but with the defeat of Germany the armies of the two allies swept through Europe. The armies of the Soviet Union **liberated** the eastern Europeans and America advanced from the west. At the end of the war, the Soviet Union was determined to maintain communist control over the territory its troops had occupied. The Soviet Union leader, Joseph Stalin, intended to establish a **buffer** as protection against any future attack. The 'iron curtain' which then fell across Europe followed the territory taken by Soviet Union forces. This was the beginning of four decades of suspicion, rivalry and conflict.

**SOURCE 1** Checkpoint Charlie was the gateway between East and West Germany, and a symbol of the conflict between the Eastern and Western bloc nations dominating international relations during the Cold War era. This photo shows US tanks in October 1961.



**SOURCE 2** A map showing the political alignments during the Cold War. The Soviet Union (headed by Russia) and her allies were known as the Soviet or 'Eastern' bloc. These countries all had communist governments. Other communist nations, such as China, were not directly aligned with the Soviet Union and so were not part of the Eastern bloc. The Western bloc countries were aligned with the United States economically and politically. These were developed nations that were capitalist and democratic.



## OV2.4.2 The Korean War

China, the largest nation on Earth, came under the control of a communist government in 1949. Western democracies believed then that the ‘free world’ was threatened by a communist world revolution. Such fears were heightened when a Chinese-backed North Korean invasion of US-backed South Korea occurred on 25 June 1950. The war had its origins at the close of World War II. The control of the Korean peninsula passed from the Japanese to the Allies. The United States and the Soviet Union divided responsibility for the country at the 38th parallel (38°N latitude). By 1950, the tensions between North and South Korea had escalated, with two hostile armies facing each other along the 38th parallel.

A UN resolution condemned the June attack and called on UN members to support South Korea. Twenty-one nations responded and South Korea placed its troops under UN command. The US General Douglas MacArthur was appointed as Supreme Commander of the UN forces. Australia’s contribution included No. 77 Squadron of the RAAF and the 3rd Battalion, Royal Australian Regiment.

By September, the North Koreans occupied most of South Korea. The arrival of American forces under General MacArthur drove the North Korean army back to the Chinese border within a month. Chinese troops then launched major counter-attacks. Territory changed hands frequently during the early months of the war. In July 1951, peace talks began after the war had reached a deadlock. When the war ended, three years and one month after it began, the boundary between North and South Korea was set at the 38th parallel.

## OV2.4.3 The Berlin Wall

The world lived with the danger that the Cold War would escalate regional conflict into full scale warfare, with the superpowers stockpiling immensely destructive weapons. The Eastern and Western blocs clashed on every major issue, with world tension increasing on every point of disagreement. Huge defence budgets consumed money that could have been spent improving the quality of life of ordinary citizens. Large standing armies were kept in a state of readiness for war.

The tension between the Eastern and Western blocs came to a crisis point in the city of Berlin, which was divided between Soviet-dominated communist East Germany and the US-backed West Germany. In 1961, the ongoing distrust and tension appeared again with the construction of a barbed wire barrier that became a concrete wall, reinforced with land mines, to permanently divide East and West Berlin. In 1960, about 200 000 East Berliners had made their escape to West Berlin. Another 100 000 made their bid for freedom from Communist Germany in the first six months of 1961. The Soviet Union was determined to prevent the escape of the citizens of East Berlin to West Berlin’s rival political and economic system. The building of the wall stopped the mass exit of people from the Soviet sector of the city and stood for the next quarter of a century as a symbol of Soviet repression.

**SOURCE 3** For 28 years, the Berlin Wall stood as a reminder of the politics dividing post-war Germany. More than 100 people died in their efforts to pass the heavily guarded wall. The wall fell in 1989.

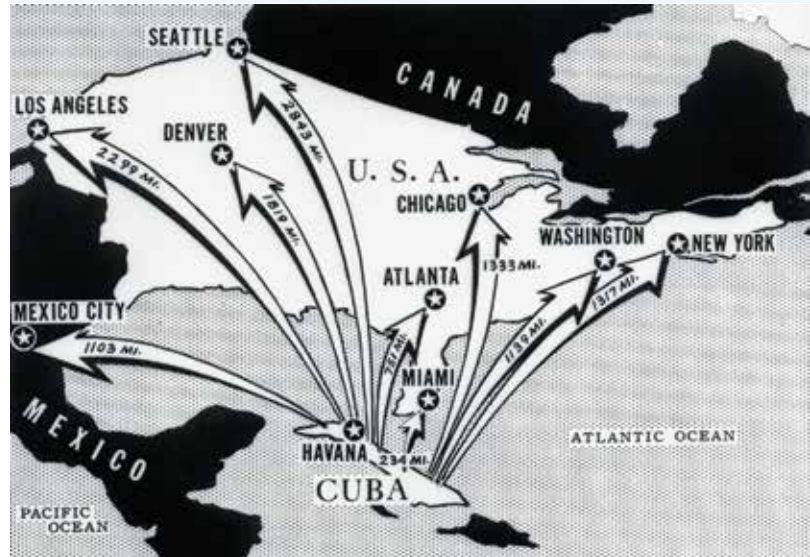




## OV2.4.4 The Cuban missile crisis

Cold War superpower confrontation sparked again in 1962. The Cuban leader, Fidel Castro, responded to a failed US-backed invasion of Cuba by allowing the Soviet Union to install atomic warhead missiles on Cuban territory. The threat to American security was clear and so the US President, John F. Kennedy, demanded the missiles be dismantled. For six days the United States and the Soviet Union were on the brink of war as negotiations continued. The crisis ended with an American commitment to respect Cuba's **sovereignty**, and Russia's agreement to withdraw its missiles. Cold War conflict had brought the world a step too close to nuclear war.

**SOURCE 4** The installation of Soviet nuclear missiles in Cuba, which is 145 kilometres off the coast of Florida, posed a major threat to US security. Medium-range missiles could travel 2037 kilometres from their launch site in just 14 minutes. Intermediate-range missiles could travel up to 4074 kilometres in just 27 minutes.



**Note:** 234 miles is approximately equal to 375 kilometres

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Deepen and check your understanding of the topic with the following resources and auto-marked questions:

► The Cuban missile crisis

## OV2.4.5 The Vietnam War

The fear of communism remained the main political issue gripping Australia during the 1960s. It was at the heart of the decision to commit troops to a conflict in Vietnam.

Vietnam lies to the north-west of Australia and is part of a region that Europeans called French Indochina. For nearly 100 years, control over Vietnam, Laos and Cambodia gave France a foothold in Asia. France had colonial control over this region and gained trading and business advantages in East Asia. At the end of World War II, a Vietnamese communist leader named Ho Chi Minh claimed Vietnamese independence from the French. The French lost their Indochinese colonies when Vietnamese communist forces defeated them at the 1954 Battle of Dien Bien Phu. A ceasefire agreement then divided Vietnam at the 17th parallel. A communist Viet Minh

**SOURCE 5** Ho Chi Minh (right) was the adopted name of Nguyen Tat Thanh (1890–1969). Ho Chi Minh headed the communist Viet Minh from 1941 and led the nationalist war against the French from 1946 to 1954. He then led the war against the US-backed forces of South Vietnam until his death. He is pictured with Chinese leader Mao Zedong (left) in 1955.





government was to control the North and a Western-backed government was to control the South. It would take another 30 years before a unified and independent Vietnam was established.

### ‘Forward defence’

The Australian government’s defence policy was dominated by the idea that sending troops overseas to fight against potential enemies was the best way to prevent a war being fought on Australian soil. This strategy to contain communism was called ‘forward defence’ and was a major reason for the commitment of Australian troops to the war in Vietnam. From 1962 until 1972, approximately 60 000 Australian men and women served in Vietnam.

Like the war in Korea, the outbreak of war in Vietnam was seen as the result of communist aggression. A country divided between the communist north and capitalist south was brought to civil war. Australia feared the domino effect, so the decision to send Australian troops to fight in Vietnam was not surprising given the belief that the takeover of South Vietnam would be a direct military threat to Australia.

The Vietnam War created deep divisions within Australian society. The Australian people were forced to think very carefully about the Cold War and our response to it. Australians had believed that Chinese communism was the driving force behind the North Vietnamese war effort. By 1973 Australia had established **diplomatic relations** with communist China and, in 1979, we were reminded of our error in seeing communism as ‘**monolithic**’ when war broke out between China and Vietnam.

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Deepen and check your understanding of the topic with the following resources and auto-marked questions:

➤ The Vietnam War

## OV2.4.6 Continuing conflict

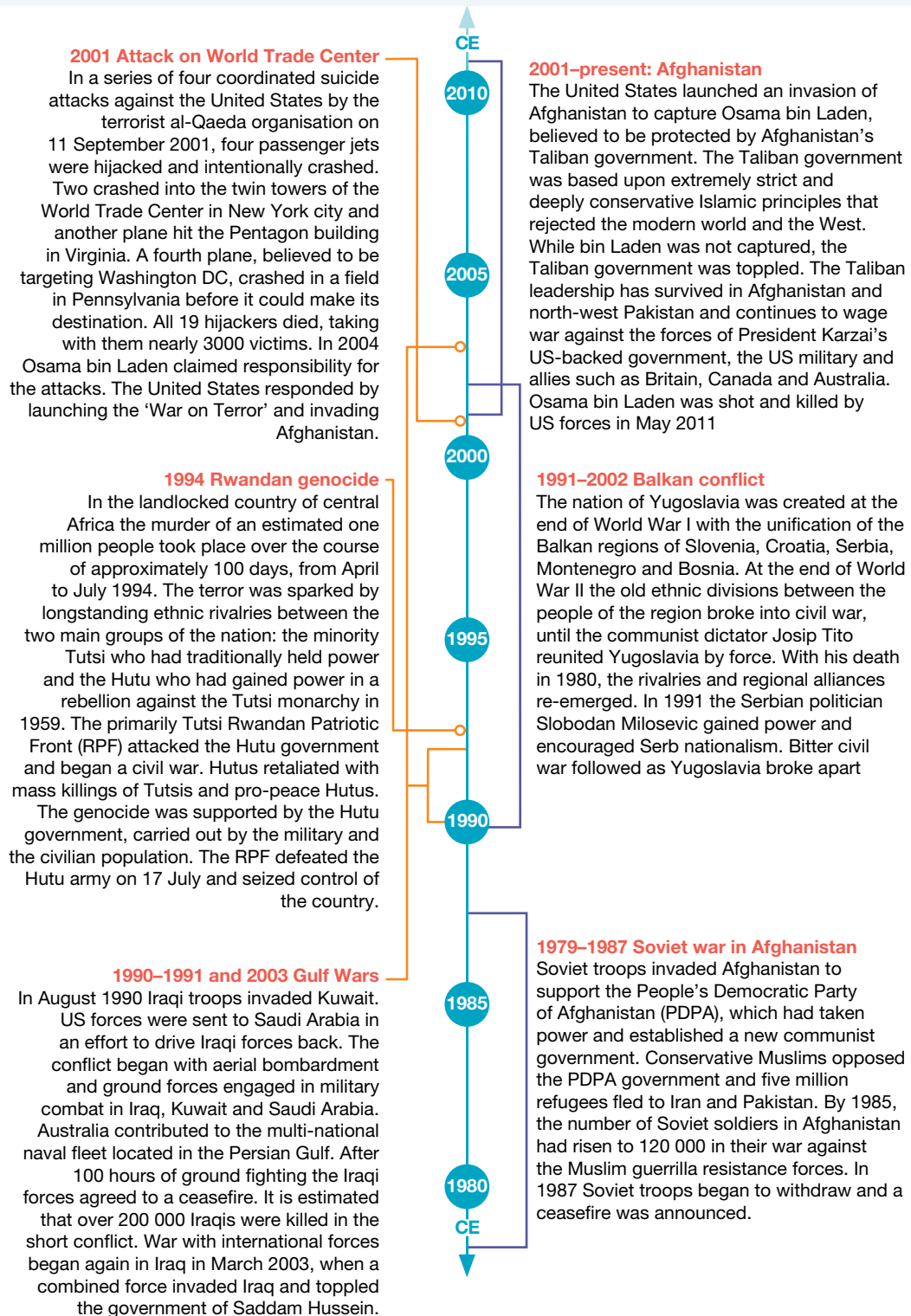
Political tension and military confrontations continued to rise and fall during the period of the Cold War. In the 1980s, the Soviet Union and the United States signed arms reduction agreements. The Soviet Union was experiencing serious economic difficulties and challenges to its authority from the Eastern bloc countries. In the late 1980s the Soviet President Mikhail Gorbachev introduced reforms called *perestroika*, meaning ‘reconstruction’, and *glasnost*, meaning ‘openness’. The final opening of the Berlin Wall and reunification of Germany symbolised the collapse of the Eastern bloc and the end of the Cold War. In 1990, the US President George Bush announced the birth of a ‘new world order’.

Sadly, the ‘new order’ has failed to end conflicts which had their origins back in the Cold War era, or find new paths to peace, as shown in **Source 7**.

**SOURCE 6** Two million victims of the 1994 war in Rwanda became refugees in the neighbouring countries of Burundi, Tanzania, Uganda and Zaire. Unhygienic conditions in the camps and a lack of clean water led to thousands more deaths from diseases such as cholera and dysentery.



## SOURCE 7 Post-Cold War conflicts



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Deepen and check your understanding of the topic with the following resources and auto-marked questions:

- ◊ Post-Cold War conflicts
- ◊ Global terrorism
- ◊ Refugees

## OV2.4.7 A changing world order

### China

A new order was also emerging in Asia. In the early 1960s the image of a monolithic communist bloc of nations, led by Russia, waging war against the free world, led by America, was shown to be a very simplistic view of communist politics. Communist China and Russia were bitterly split over longstanding border disputes and a history of Russian conquest of Chinese territory. In 1962, China was also at war with neighbouring India over border disputes. When Russia supported India, the split between the two communist giants was complete.

In 1978, China entered a new era of history with the death of the revolutionary leader Mao Zedong. The Chinese economy was set in an entirely new direction with a government decision to encourage individual enterprise through the development of private businesses for profit. Economic links with non-communist countries were also encouraged. Modernisation was to be given priority over Marxism. Modernisation meant strength. The new slogan was 'to get rich is glorious'. Economic growth followed.

- By 1986 China was the world's second largest producer of coal and fourth largest steel producer.
- China's national income rose at a rate of more than 10 per cent per year between 1978 and 1986.
- The average income of China's majority peasant population tripled.
- The volume of foreign trade in 1980 was approximately 25 times what it had been in 1950.
- Social benefits, such as increased life expectancy and much higher levels of literacy, accompanied economic growth.

China's economic reform was not a signal of a changing political system. The exciting political changes experienced in Eastern Europe with the end of the Cold War did not appear in China. In 1989, a wave of student protest challenged the authority of the ruling Communist Party. Students demanded that the government should enter into discussions with the student union with the aim of bringing more **liberal** political policies and general reform.

**SOURCE 8** China's political revolutionary leader, Mao Zedong, founded the Chinese Communist Party in 1921. In 1949 he established communist rule with the declaration of the People's Republic of China. Mao headed government until his death in 1976. This 1967 photograph was taken during a time of political and economic uncertainties in 1960s China. Mao had lost some influence in China with the failed attempt at economic growth called the *Great Leap Forward*. He reasserted his power in 1966 with the *Cultural Revolution* in which at least half a million people were killed in a 'purification' of communist China through an attack on the middle class.



**SOURCE 9** The protester standing defiantly in front of the tanks rolling into Tiananmen Square became a symbol of the 1989 student uprising and the call for democratic reform. The image of the tank protester captured a sense of defiance that had not previously been seen in modern Chinese politics.





Student leadership was focused on demonstrations in Beijing's Tiananmen Square, where forty years before Mao had proclaimed the foundation of the People's Republic of China. On 3 June 1989, the government ordered military action against the protesters. The tanks rolled into the square and the killing began. Mass arrests followed as China's push for democratic reform was crushed.

The events of 1989 raised many questions about the direction of China's future. Despite the lack of political change, China entered a new period of economic growth in the 1990s. China became the fourth largest economy in the world and the superpower of the future.

## India

India gained independence from Britain in 1947. With nationhood came an effective government administration and functioning democracy, a well-trained army and a well-educated middle class. Nevertheless, India had to deal with the problem of the grinding poverty endured by hundreds of millions of its people. Indian economic growth and modernity did not develop as rapidly as it had in China.

India was not a superpower focus during the period of the Cold War. It did not have a powerful economy like Japan and Western Europe, or large natural reserves of valuable commodities such as the oil of the Middle East. India was a fledgling democracy whose leaders were keen to maintain a distance from the influence of either Western or Eastern bloc politics.

In the late 1960s, the efforts of the Indian government to encourage economic development had stalled due to a severe drought and low agricultural production. The United States was committed to huge spending on the war in Vietnam and so the Soviet Union took the opportunity to forge closer links with India through investment in development projects. India's economy was expanding by the 1980s. Political reforms and the spread of technology were pushing India towards modernity. Despite the end of the Cold War and the break-up of the Soviet Union, economic and military links between Russia and India remained close.

In the 1990s India's economic growth progressed at a rapid rate, transforming India from an impoverished and underdeveloped society to a technologically advanced and innovative modern nation. Five hundred million workers are now engaged in a huge range of industries from telecommunications to textiles. The Indian economy is the tenth largest in the world.

**SOURCE 10** Mahatma Gandhi was the most famous leader of the movement for Indian independence from Britain. This photograph, c.1925, shows Gandhi sitting behind his spinning wheel, called a *charakha*. The *charakha* became a symbol of Indian self-reliance as the cloth it produced, called *khadi*, replaced cloth manufactured in Europe. The importation of European clothing into India caused widespread unemployment and so Gandhi promoted the wearing of *khadi* as a statement of Indian pride and self-determination. Gandhi was assassinated in 1948 by a Hindu nationalist in the violence that followed the partition of India into the two separate nations of India and Pakistan.





## OV2.4 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Comprehension and communication

1. Describe what continuing world conflict has meant for the people pictured in **SOURCE 6**.

### Develop source skills

2. Describe Checkpoint Charlie as shown in **SOURCE 1** and the image it shows of Europe during the Cold War.
3. Study the map in **SOURCE 2**. Identify the areas of the world where the countries not aligned with the communist, Eastern or Western blocs were located.
4. With reference to **SOURCE 2**, explain what you think the effect of global divisions would have been on international relations during the Cold War era.
5. What impact do you think the photograph of the Berlin Wall in **SOURCE 3** would have had on the Australian public's understanding of communism during the Cold War era?
6. Using the map in **SOURCE 4** as your evidence, write a two-minute news bulletin explaining American concerns about the location of the Soviet nuclear missile base in Cuba.

### Investigate further

7. **SOURCES 9** and **10** express two very different images of the history and changing face of twentieth-century China and India. Create a timeline from further research of the major events and personalities shaping these two nations over the last century. Illustrate your timeline with images capturing significant events and people.

## OV2.5 A developing world

### OV2.5.1 Technology and change

During the nineteenth century the lives of ordinary people were transformed by the technology of the Industrial Revolution. At the beginning of the twentieth century, large industrial companies were built from discoveries made by scientific research. After science grasped the principles of the internal combustion engine, industry manufactured the motor car. By the end of the twentieth century the development of the microchip had delivered millions of personal computers into homes and offices. The internet, developed from 1960s scientific research undertaken by the US Department of Defence, had created a communications and information revolution with 360 million regular users. The technological innovation of the twentieth century changed the world.

### OV2.5.2 Home and health

The 1920s began with a building boom in Australia. New suburbs were constructed along the tramlines and railway tracks of the nation. For people who could afford them, houses with electricity, hot water and gas for cooking were what modern living had to offer. The spacious houses of the 1920s contrasted with the tiny nineteenth-century terraced houses of the inner-city areas. The new suburbs were a source of national pride, standing as symbols of the good life in a modern consumer age. Australian cities became safer places to live, with cleaner supplies of water and food and improved drainage systems.

In 1918, the generation that had lived through the horror of war faced death again from an influenza epidemic that was sweeping the world. The Spanish influenza epidemic came in two waves; the first, in 1918, was followed by a second outbreak in 1920 that proved to be deadlier than the first. Historians estimate that approximately 500 million people worldwide were infected and that somewhere between 50 and 100 million people perished, a staggering three per cent of the world's total population.

After the Spanish influenza the incidence of communicable diseases steadily declined. By the 1920s, regular medical procedures, trained nurses, baby healthcare clinics and attention to community hygiene services meant that preventative medicine greatly improved. Scientific progress in understanding infection led to the development of effective antiseptics. New vaccines were also developed to help stop the spread of communicable diseases such as typhoid and smallpox. The medical use of X-rays, developed at the end of the nineteenth century, became standard practice. In 1922, insulin was discovered as a treatment for diabetes, a disease that was fatal in nearly all cases; and vitamin E was identified by American scientists, opening up the study of nutrition. Science was building modern medicine, improving standards of living and extending human life.

### OV2.5.3 Talking technology

In November 1923, a crackling sound hit the Australian airwaves for the first time — radio station 2SB had commenced broadcasting and a revolution in communications had begun. Radio was an exciting new form of entertainment. Going to the pictures and listening to gramophone records also became part of 1920s popular entertainment.

Watching silent films was a cheap form of entertainment in the 1920s. The Australian silent film industry began in 1906 with the production of a movie called *The Story of the Kelly Gang*, made by the Tait brothers. By 1911 Australia led the world in the production of silent films, making 62 feature-length films when America had produced only one. By 1927, one in three Australians attended the cinema at least once a week. Every town had a permanent cinema, whether a shed with a tin roof or a lavish city theatre built on a grand scale. The stars of these movies were household names.

In 1926, at New York's Manhattan Opera House, sound came from the screen for the first time. In 1928, audiences were enthralled when Al Jolson uttered the first line of dialogue in a full-length motion picture: 'Come on, Ma, Listen to this!' This was the first 'talkie', as movies with sound became known. The movie was called *The Jazz Singer*; it had three songs and dialogue and marked a new era in cinema history. Within the year, talkies were being screened in Australia and the golden age of Hollywood was on its way. Rudolph Valentino, the screen idol of the silent films of the 1920s, died on the eve of the talkie era. The talkie stars that replaced him, such as Greta Garbo and Charlie Chaplin, brought the glamour of Hollywood to Australia.

**SOURCE 1** The development of electrical appliances for use in the home became an important feature of Australia's new 1920s manufacturing industries. In the 1920s an electrical refrigerator was a luxury household appliance. Most families kept their food stored in an ice-box.

**“What a difference Frigidaire made!”**

THE Hall Door is closed. The last guest's laggard steps have gone, and you are left with the memory of your dinner party. A treasured memory—for you realise how much your faithful Frigidaire has contributed to your guests' content. But don't forget that memory is also with the guests who've gone. They will talk. You will gain a reputation as a wonderful hostess; for you know how these things get round. Even now amidst the debris of the table you can visualise the delectable array of delightful desserts and frozen delicacies prepared so easily by Frigidaire.

Frigidaire is an electric refrigerator available to every electrically-wired home. Frigidaire maintains constant, crisp, dry cold—preventing food decay, and the development of menacing bacteria; providing an abundance of sparkling ice cubes frozen from your own pure drinking water. Frigidaire accomplishes all these things; automatically—without attention—without effort—day and night—summer and winter—faithfully guarding the health of you and yours.

There is a model to suit every requirement from £64 upwards. Call at our showrooms and see Frigidaire in operation, or write for illustrated catalogue free. Frigidaire can also be supplied on a most favourable easy purchase plan.

**Frigidaire**  
Automatic & Electrical Refrigeration  
DELCO-LIGHT COMPANY  
London Branch:  
717-723, FULHAM ROAD, LONDON, S.W. 6

*Colder than ice - and never melts!*

**SOURCE 2** A movie poster promoting the 1933 Australian film *The Squatter's Daughter*, directed by Frank Hurley and Ken Hall. Frank Hurley was the photographer who recorded the Antarctic expeditions of Mawson and Shackleton. After Antarctic exploration he turned his skills to making movies and became one of Australia's first and best cinematographers. Ken Hall directed 16 of the 17 films made by Cinesound between 1931 and 1940, the year in which Cinesound produced its last feature film.

Use of the word 'epic' indicates the excitement and scale of the story.

Cinesound was established in 1931 as one of Australia's first feature film production companies. Cinesound aimed to produce entertainment for a mass audience.

Note the image of the subject of the film *The Squatter's Daughter* — a young, stylish, beautiful, modern woman looking directly at the audience. She represents a new generation of Australians who appeared more independent and adventurous.

Directors and the leaders of Cinesound

Squatters were important personalities in Australian history. They were originally farmers who occupied government land without a licence. They often became rich land-owners.

Note how the Australian content of the film is emphasised through the map and the image of the figure on horseback riding through the Australian bush — the 'great open spaces'.

List of cast members, with the emphasis on Jocelyn Howarth indicating the beginning of the movie 'star' and popular entertainment

Clear identification of an Australian production, expressing the national pride in being at the front in this new era of technology



Poster for *The Squatter's Daughter* (Ken G. Hall, 1933). Courtesy of the National Film and Sound Archive of Australia, with thanks to Cinesound Movietone Productions.

## OV2.5.4 Moving right along

Popular imagination was seized by the motor car. During the 1920s motor cars were purchased in large numbers and became a real feature of life. By 1924, the Ford Motor Company offered an Australian-assembled Model T, known as the 'Tin Lizzie', for less than the average yearly wage in Australia. By 1930,



Australians owned more than 600 000 cars and trucks and ranked fifth in the world for car ownership. Gravel roads in the cities were tarred and highways stretched into the countryside. Australia's great tyranny of distance was being overcome by cars, electric trams and trains, radio broadcasting, telephone networks and aviation.

### The sky's the limit

Thousands of planes had been built as fighting machines during World War I. Immediately after the war, **aviation** was still regarded as a novelty and there were few opportunities for pilots. The 1920s was the decade in which the usefulness of aviation was realised.

Planes were the fastest form of transport that modern technology offered. In Australia, a country of vast distances, flying provided the opportunity to move passengers, mail and supplies quickly. In 1920 a company known as Queensland and Northern Territory Aerial Services, or QANTAS, began operating an airmail service in western Queensland. Another company, Western Australian Airways Limited, was set up in 1921 with Charles Kingsford Smith as one of its five pilots. In 1928, Kingsford Smith and co-pilot Charles Ulm became the first to cross the Pacific Ocean, flying from California to Sydney in the *Southern Cross*. Australians enthusiastically followed the progress of these early aviators and regarded them as pioneers, conquering Australia's isolation.

**SOURCE 3** The transport revolution changed life, as shown in this 1920s advertisement celebrating the joy of the new lifestyle that came with car ownership.



#### The "Austin Twelve"

while meeting exactly the need of these times is a car for all times. It will be as good in five years as it is now—because it is "Austin-built" it will give a lifetime of untroubled service, refining repair and depreciation charges to a minimum. The "Austin Twelve" is always an asset; it is made in touring and coupé models, £550 - £675, at Works. Complete in every possible way, and the pride of the owner.

Write for  
Catalogue 252



THE AUSTIN MOTOR CO. LTD.  
BIRMINGHAM, LONDON, MANCHESTER.

Page 2201

The Motor-Owner, April, 1922

**SOURCE 4** QANTAS Empire Airways, as it was then known, had its first international flight in 1935 after taking over the Brisbane to Singapore mail route.

**QANTAS SERVICE— LOW RES**

- ★ Is based on 17 years' experience in Air Transport.
- ★ Has progressively built up an air service system for the outback districts of Western and North-Western Queensland and North Australia.
- ★ Pioneered Australia's first Overseas and International Air Line—the Brisbane-Singapore section of the Empire Air Route to England.
- ★ Provides Air Ambulance and Taxi Planes at Brisbane, Longreach, Clermont and Normanton.

**QANTAS EMPIRE AIRWAYS**  
43 CROWN STREET, BRISBANE.



## RETROFILE

Lieutenants Ross and Keith Smith became heroes in Australia in December 1919 after flying from England to Australia in just 27 days. Without radio or navigational aids they endured the snow and storms of Europe and a gale in Iraq, before finally landing safely in Darwin.

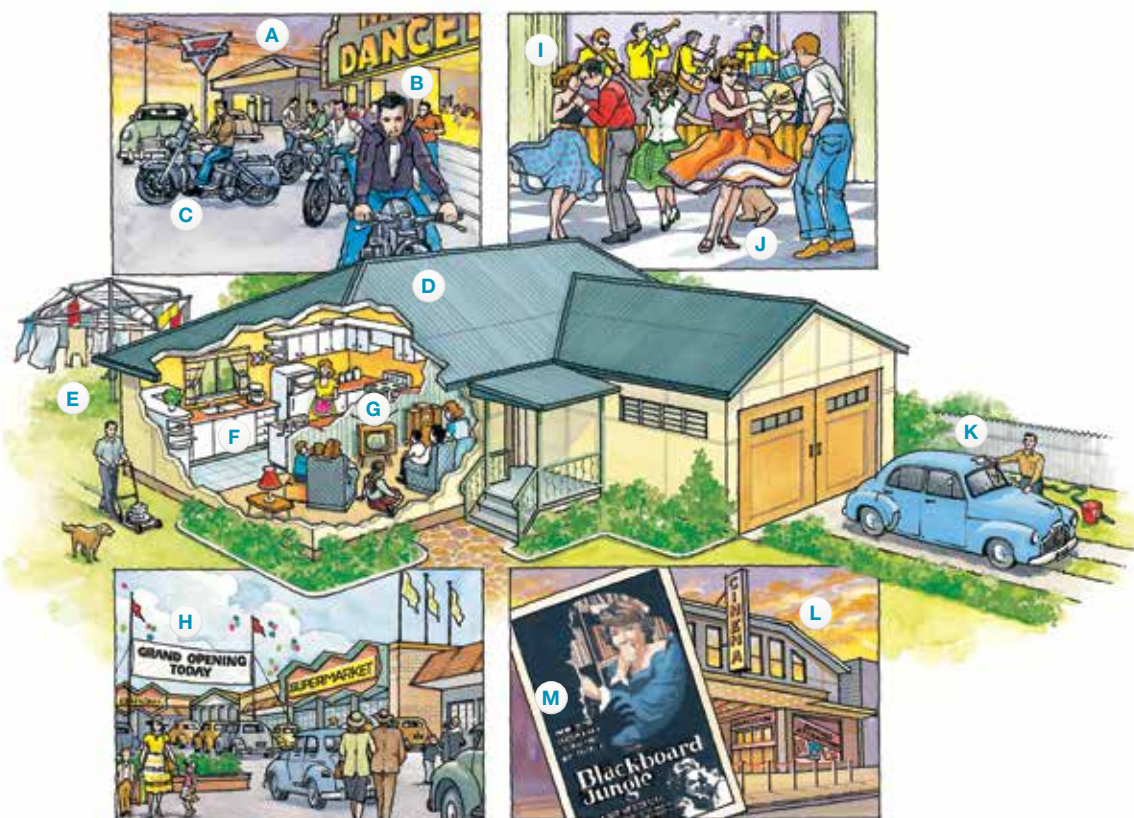
**SOURCE 5** American culture spread across the world with the communications technology of the 20th century. Elvis Presley was the symbol of rock'n'roll and 1950s-style teenage rebellion.



## OV2.5.5 Into the future — the 'lucky country'

In 1956, flickering black-and-white television arrived in Australia. The first news was telecast in Sydney on 16 September, just weeks before the Olympic Games were staged in Melbourne. An American named Chuck Faulkner made history when he read the news that night on TCN9. Faulkner's American accent was an indication of the great cultural change that television and popular culture would bring to Australia in the 1950s. Television became a powerful medium with an influence far beyond entertainment. American film and television was shaping our opinions and our future.

**SOURCE 6** A modern artist's impression of daily life in the Australian suburbs of the 1950s showing the changes that had come from developments in technology and standards of living during the first half of the twentieth century



- A** A subculture of the rebellious teenager emerged in the 1950s. Britain had teddy boys, the United States had greasers and Australia had bodgies (boys) and wiggies (girls).
- B** Boys replaced their 'short back and sides' haircuts with longer James Dean styled hair or hair slicked back Elvis-style.
- C** Teenagers provided a huge market for fashions, food, games, motorbikes and cars.
- D** Australia's population grew from 8 million at the start of the decade to 10 million by the end. Housing developments of brick, timber and fibro houses sprang up in new suburbs on the fringes of cities.
- E** The Hills Hoist rotary clothes line and the Victa lawnmower were new features of Australian backyards.
- F** The modern kitchen featured new electrical appliances, such as vacuum cleaners, toasters, refrigerators, washing machines and Mixmasters.
- G** In 1956, the first black and white televisions arrived in Australia. Neighbours often gathered in the homes of families with a television to watch their favourite shows.  
Television brought American culture into Australian homes. Perry Mason, 77 Sunset Strip and I Love Lucy were the most watched programs.
- H** The first suburban supermarkets sprang up in the late 1950s, with their own car parks.  
These one-stop locations could provide all the family's consumer needs and the small corner stores soon struggled to compete.
- I** Rock'n'roll hit Australia in the mid 1950s and teenagers loved it, although not all parents approved.  
They danced to Bill Haley's Rock Around the Clock, Elvis Presley's Hound Dog and Jailhouse Rock, Buddy Holly's Peggy Sue and, later in the decade, to the music of Australia's Johnny O'Keefe and Col Joye.
- J** American music, fashions and dances dominated the youth scene. Popular dances were the bop, the swing, the jitterbug and the boogie-woogie. Young women copied the fashions of Marilyn Monroe with the tight-waisted flaring skirt and tight jumper.
- K** Owning your own car was a symbol of prosperity and an important way of getting around in the new suburbs.  
The FJ Holden established its place as 'Australia's favourite car'. A new Holden cost around \$2000 in 1953.
- L** America also influenced Australia through cinema, with their films in brilliant technicolour and with Hollywood-backed promotional campaigns.  
By 1952, 74 per cent of the films imported into Australia came from the United States.
- M** The 1955 US movie Blackboard Jungle, with its theme of teenage rebellion, introduced Australians to Bill Haley and the Comets' Rock Around the Clock. Bill Haley's 1957 tour of Australia was a runaway success.

## OV2.5.6 Computers and communication

Twentieth-century radio and television spread information rapidly and globally. By the end of the century, science opened even more possibilities for information and communications technology:

- Computers were first devised in 1945 as electronic data processors. In 1959 the *microchip* was invented by Jack Kilby and Robert Noyce. The microchip was the 'brain' of a computer, allowing storage of vast amounts of information on one tiny chip. A microchip the size of a credit card had the storage capacity of a machine that 30 years before would have filled a large living room. The power of the microchip continues to skyrocket.
- The internet, developed by the US Department of Defence in 1969, offered a communication system that would bring massive change. The creation of the internet allowed computer information to be accessed instantly by users around the globe. By the end of the twentieth century *e-commerce* enabled the buying and selling of consumer goods through the internet, and electronic mail (email) was rapidly replacing postal services as the preferred way of communicating. A British physicist, Tim Berners-Lee, invented the world wide web in the 1980s as a means of sharing information globally across one single computer network. The web has improved internet accessibility.
- Mobile telephone technology was developed from World War II use of radio telephony. Continued development produced the first commercially available mobile phones in the 1980s. Growth in capabilities enabled digital photography and video functions to be incorporated into phones. By the twenty-first century, mobile *smartphones* developed computer capabilities and email access.
- Satellite technology developed global positioning systems to determine location and direction. The first artificial satellite was *Sputnik*, launched by Russia in 1957 and equipped with radio transmitters.

Satellites provided the opportunity for services such as long-distance telephone systems and direct-broadcast television images. The development of satellites revolutionised global communications.

Twentieth-century electronic communications and transportation technology has created a 'global village'. Technology has brought us together and provides the opportunity to act globally.

### OV2.5.7 Our global community

The first world conference on population growth was held in 1974. The world population was estimated at 1.65 billion at the beginning of the twentieth century, and reached two billion by 1927. By the 1980s the world population was increasing by approximately 86 million people every year. By the close of the twentieth century the world population was six billion. The rise in the world population poses global problems, including:

- overpopulation and the inability of the Earth to sustain ever-larger numbers of inhabitants
- environmental problems, such as rising levels of atmospheric carbon dioxide, global warming, pollution, soil degradation and desertification
- deforestation and loss of ecosystems necessary to sustain life
- mass species extinction from reduced natural habitats
- shortages of natural resources, such as clean water, clean air, fossil fuels and food
- high infant and child mortality caused by resource shortages, unhygienic and crowded living conditions, and poverty
- inequality in the distribution of all resources, including additional resources such as education, healthcare services and energy supplies
- waste disposal
- less personal freedom, more restrictive laws and international conflict over limited resources.

With world population growth have come changes in population distribution. Over half of the world's population now lives in Asia, and over half of the world's population live in cities. The cities continue to expand as people seek employment and social opportunities. The growth of city populations often outstrips the ability to develop adequate services and **infrastructure**. The cities have become places of great contrast; wealth sits next to poverty and opportunity next to despair. The cities of underdeveloped nations are growing at the fastest pace. Their sprawling cities have developed vast slums without adequate shelter, sanitation or clean water supplies. Seventy per cent of the city dwellers of sub-Saharan Africa live in slums.

One of the major effects of the growing **urbanisation** of our world is the increase in emissions of carbon dioxide produced by huge populations burning fossil fuels. Tonnes of carbon dioxide are produced by the millions of cars, coal-burning power stations and manufacturing of products essential to our modern way of life. Thirteen million hectares of the world's forests are cut down every year, destroying the trees that naturally counteract the environmental impact of these emissions.

Accumulating gases in the atmosphere create heat, and a phenomenon known as *global warming*. Environmental damage has been the price we are paying for the industrialisation that created our modern world. We look again to science for solutions, such as alternative sources of energy to feed our fossil-fuel-hungry world. Harnessing the power of the tides, the sun or the wind may take us into a cleaner future.

Our world has been shaped by the political, economic, social and technological revolutions of the twentieth century. We now live in a truly global era of shared challenges and opportunities.

**SOURCE 7** Poster promoting Earth Day and the need for global activism on environmental issues







## OV2.5.8 Skill builder: Analysis and use of sources: Examining the impact of technological change on early twentieth-century Australia

Historians collect their evidence from sources to develop an understanding of the past. Primary sources come in many different forms, such as:

- Photographs and films
- Cartoons, posters, advertisements and drawings
- Newspaper articles, letters and speeches
- Statistics, official records and maps.

Primary sources are the building blocks of history. They provide an insight into another time, but do not always provide historians with a complete or truthful story. They must be studied in conjunction with other sources of evidence and interpreted in the context of their time. Primary sources express the values, beliefs and attitudes that shaped the past. Establishing why a source was created, or its purpose, is particularly important in determining usefulness. A source may have been created with the purpose of criticising a personality, expressing a particular political point of view, selling a product or generally manipulating the viewer. The bias of a source can be established by identifying the viewpoint that is being expressed.

Consider the influence on Australian society of the technological changes that took place during the early twentieth century. Using information from the text, build a background fact file outlining the technological changes of this period. Once you have established a broad historical context, collect five different primary sources that may provide useful evidence of life in Australia during the 1920s and 1930s. Include **SOURCE 2** in your source collection.

Primary sources need to be analysed to determine whether they are relevant to a particular historical inquiry. You will need to ask questions of sources to establish their usefulness as evidence of the past.

Begin your evaluation by identifying the origin of the sources.

- Who created the source and when was it created?
- Who was the intended audience of the source and why was the source created (purpose)?

You then need to examine the source detail to establish content.

- What images, symbols or characters does the source show?
- What are the key words of messages communicated through the source text?

Develop some conclusions about the usefulness of your sources by comparing the information they provide about the past with your background fact file and other secondary source accounts. Synthesise, or combine, your source analysis findings by writing a response to the following question: How did developments in technology affect Australia in the 1920s and 1930s?

## OV2.5 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Comprehension and communication

1. Movies provide a wonderful cultural insight into the values, fashions and issues confronting a society. What is the movie publicised in **SOURCE 2** and why do you think movies gained such enormous popularity during the 1920s and 1930s?
2. Refer to **SOURCES 3** and **4** to design a 1930s travel brochure promoting modern means of transport.
3. Australia was described as the 'lucky country' in the 1950s. Refer to **SOURCE 6** to write a short essay explaining how changes in technology led to rising standards of living in Australia in the 1950s. Give your essay the title 'The Lucky Country'.





## Develop source skills

4. **SOURCE 3** suggests that ownership of a car would bring a more sophisticated and exciting life. Explain how you think the invention of the affordable car changed daily life.

## Investigate further

5. Elvis Presley (**SOURCE 5**) was an icon of the rock'n'roll era. Collect other images that you feel express the change and complexity of the last century, and use them to illustrate your work and communicate your ideas.
6. Design your own Earth Day poster promoting care for the environment and sustainability.

## learnON ONLINE ONLY



Complete this digital doc: Worksheet OV2.5 A developing nation (doc-23099)

# OV2.6 Review

## OV2.6.1 Review

### KEY TERMS

**arbitration** the process by which two groups in conflict are brought together to negotiate a solution that both can live with

**aviation** the act of flying by mechanical means

**buffer** smaller country or region lying between larger countries as protection against possible attack

**capitalist** a person who supports a system where property is mostly owned by individuals

**charter** written document stating privileges and rights

**colonial** belonging to a ruling power

**Communist** political party that controlled Soviet government from 1917 to 1991

**communist** a person who supports a system of social organisation based on the idea that the state or community as a whole should own all property

**Crown land** a term to describe land that the state owns and the government administers. It is land owned by the public and not by private companies or individuals

**diplomatic relations** negotiations and agreements between officials and governments of different nations

**infrastructure** buildings and permanent structures associated with a system or community

**legislation** laws written and approved by parliament

**liberal** progressive and providing the opportunity for personal freedom

**liberate** to set free or release

**monolithic** massive and uniform

**nationalism** a sense of national identity, and a desire to work with others to achieve common national goals, at times regardless of how this might affect other countries

**sovereignty** supreme and independent power in government

**subjugation** the act of bringing under complete control

**urbanisation** the trend of leaving rural environments to live and work in cities

## OV2.6 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

## learnON ONLINE ONLY

OV2.6 Activity 1: Check your understanding

OV2.6 Activity 2: Practise your historical skills

OV2.6 Activity 3: Multiple choice quiz

Go online to access additional end of topic resources such as interactivities and printable worksheets.

## Practise your historical skills

### Comprehension and communication

1. Refer to **SOURCES 1–3** in subtopic OV2.3. Under the heading 'Power to the people', design a poster highlighting the enormous changes that have taken place as a result of the movements for rights and freedoms in the twentieth century.
2. Have a class brainstorm of other technological developments of the last century, besides the automobile, that have affected what we see and hear, where we go and how we live. Discuss what you consider to have been the most influential developments.

**SOURCE 1** A 1950s family watches television



### Investigate further

3. The twentieth-century movements for rights and freedoms fought sexism and racism. Consider other forms of discrimination in our modern world and write a one-minute speech raising awareness of the importance of the continuing work to protect civil rights and freedoms in our current society.
4. Select one of the world leaders mentioned in this overview. Create a 'This is your life' PowerPoint presentation of their place in history and their achievements.

# TOPIC 4

## Rights and freedoms

### 4.1 Overview

Numerous **videos** and **interactivities** are embedded just where you need them, at the point of learning, in your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). They will help you to learn the content and concepts covered in this topic.

#### LEARNING OUTCOMES

In this topic students will investigate:

- The origins and significance of the Universal Declaration of Human Rights (UDHR), including Australia's involvement in the development of the declaration **4.2**
- The background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations **4.3, 4.4**
- The US civil rights movement and its influence on Australia **4.5, 4.6**
- The significance of the following for the civil rights of Aboriginal and Torres Strait Islander peoples: 1962 right to vote federally; 1967 referendum; Reconciliation; Mabo decision; *Bringing Them Home* report (the Stolen Generations), the Apology **4.7, 4.8, 4.9, 4.10**
- Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of one individual or group in the struggle **4.3, 4.6, 4.7, 4.8**
- The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of Indigenous Peoples **4.11**

#### 4.1.1 Introduction

Since European invasion in 1788, Indigenous Australians have struggled to retain their rights and freedoms and to have governments recognise them. Over time, state and Commonwealth governments have implemented policies that have discriminated against Australia's Aboriginal and Torres Strait Islander peoples, denying them equality, opportunity and control of their children.

Indigenous Australians have been politically active in demanding their rights. They have achieved some significant changes in the struggle for recognition, for justice for the Stolen Generations and for legal acknowledgement of their land rights. The period from the 1960s onwards has seen significant improvements in these areas.

United Nations' declarations and conventions provide an international framework against which people can measure what remains to be done here, and throughout the world, to secure indigenous peoples' **civil rights** and freedoms. As a signatory to these documents, Australia has made a commitment to achieving their goals.



ONLINE ONLY



Watch this eLesson: 1967 referendum and the Aboriginal Tent Embassy (eles-0258)

**SOURCE 1** A photograph from 13 February 2008 as Prime Minister Kevin Rudd delivered the Australian government's apology to the Stolen Generations



### Starter questions

1. What rights and freedoms do Australians expect to be able to enjoy?
2. How are the rights and freedoms of Australians protected? Who in Australia is denied these rights and freedoms?
3. Write a paragraph describing what it would be like to live in a community where authorities forcibly removed children from their parents, took the children to live in state-run institutions, and in which parents and children might never see one another again.
4. **SOURCE 1** shows two Indigenous Australian women listening to Kevin Rudd's 2008 apology to the Stolen Generations. What do you think is the significance of this source?

## 4.2 The UN and the UDHR

### 4.2.1 Doc Evatt and the UN

As World War II drew to an end, its victors were planning a new international organisation — the United Nations (UN) — that would work to create and foster the conditions for future world peace and security. In particular, they wanted to prevent the disregard for **human rights** that had allowed the war's cruelties to occur.

The UN officially came into being on 24 October 1945. Australia was one of its 51 founding members and a member of the 18-nation commission that participated in drafting its Universal Declaration of Human Rights (UDHR). This document sought to record a 'common understanding' of the human rights and freedoms that people and nations should recognise, observe and protect. Australia's Dr Herbert Vere ('Doc') Evatt (1894–1965) made an important contribution to this process.

Doc Evatt served in many important roles in Australian law and politics: as a High Court judge, Attorney-General, Minister for External Affairs and as leader of the Labor Party. From April to June 1945, he led Australia's delegation to the meetings at the San Francisco Conference formed to establish the UN's **mandate** and draw up the Charter, signed on 26 June 1945, that created the UN's six key organs.

**SOURCE 1** Arnold Shore's *HV (Doc) Evatt*, which the artist painted in 1935, five years after Evatt (then aged 36) had become the youngest-ever judge to be appointed to the High Court of Australia





## Drafting the UN Charter

The world's key powers — the United States, the Soviet Union, the United Kingdom, France and China — had already agreed among themselves how they wanted the UN to work. They expected to explain their ideas to other nations, who would then agree to and adopt their proposals. Evatt worked to ensure that the other nations played a more genuine role in this decision making. His enthusiasm, intellectual ability and skill in argument made a huge impact among conference delegates and also with the press.

Doc Evatt fought for and organised the participation of smaller nations in discussions and decision making about the principles, policies and powers that would underpin the UN. By uniting the smaller nations in a voting bloc under his leadership, he forced the key powers to take smaller nations' views into consideration. Through this, he succeeded in increasing the powers of the **General Assembly** and in convincing other delegates that economic and social security were human rights issues that belonged within the brief of the UN's **Economic and Social Council (ECOSOC)**. This reflected Evatt's belief that economic and social security were pre-conditions for the achievement of world peace. The *New York Times* summed up Evatt's contribution with these words: 'When Dr Evatt came here he was a virtually unknown second string delegate ... He leaves, recognised as the most brilliant and effective voice of the Small Powers, a leading statesman for the world's conscience.'

**SOURCE 2** An extract from his lecture, 'H.V. Evatt and the UN after 60 years', which the Hon. Justice Michael Kirby delivered on 14 August 2008

The widespread hope was that the United Nations would help replace the chaos of war, the brutality of the fascist dictatorships, the horrors of genocide and [provide] protection against the newly realised dangers of nuclear annihilation. Rarely, if ever, in human history had there been such an opportunity for a brilliant lawyer, former judge and convinced internationalist, to play such a role in the shaping of the global institutions.

**SOURCE 3** Diagram showing the structure of the UN



## The Universal Declaration of Human Rights (UDHR)

The UN Commission on Human Rights met in 1947 and 1948 to discuss drafts for a document expressing people's rights as human beings. Canadian John Peters Humphrey provided the first draft and Frenchman

René Cassin provided the second. Commission members came from a broad range of cultural and religious backgrounds and had different political loyalties. Achieving agreement was not an easy task.

Evatt led Australian support for the idea of a declaration of human rights. A number of its articles express his commitment to economic and social rights. These include the right to:

- own property (Art. 17)
- social security and economic, social and cultural rights (Art. 22)
- work, reasonable working conditions and protection against unemployment (Art. 23)
- rest and leisure (Art. 24)
- adequate living standards (Art. 25)
- education (Art. 26).

### RETROFILE

In keeping with the times, UDHR drafting committee reports listed Eleanor Roosevelt as its 'chairman' and recorded her name as Mrs Franklin D. Roosevelt.

He wanted the declaration to be binding — that is, a document that nations would accept as a legal obligation they could be forced to obey — and to have an international human rights court to enforce it. He also had to be realistic about Australia's position as a minor power whose allies, the United States and Britain, along with many other nations, did not want to commit themselves to a binding treaty.

Evatt was enthusiastic about the declaration providing a human rights standard by which the Australian government could measure its laws, policies and actions. He also had to avoid taking a stance on issues where the Australian reality fell short of a number of the standards proposed for the declaration. Australia wanted to continue the control of its northern neighbour Papua New Guinea that it had gained after World War I. The White Australia policy still ruled decisions about migrants. Australia's **Indigenous** peoples, far from being equal, were not even counted on the **census**.

Respect for Evatt led to UN members voting for him to serve as third President of the General Assembly from 1948 to 1949. On 10 December 1948, he presided over the General Assembly session at which 48 members voted in favour of the Universal Declaration of Human Rights. Eight members abstained from voting, two were absent and no one voted against it.

#### SOURCE 4 An extract from the 30 articles that comprise the Universal Declaration of Human Rights

##### Article 1.

- All human beings are born free and equal in dignity and rights ...

##### Article 2.

- Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour ...

##### Article 3.

- Everyone has the right to life, liberty and security of person.

##### Article 7.

- All are equal before the law and are entitled without any discrimination to equal protection of the law ...

##### Article 8.

- Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

##### Article 13.

- (1) Everyone has the right to freedom of movement and residence within the borders of each state ...

##### Article 16.

- (3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

##### Article 25.

- (1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services ...

##### Article 26.

- (1) Everyone has the right to education ...
- (3) Parents have a prior right to choose the kind of education that shall be given to their children.

## RETROFILE

Fred Whitlam, a key advocate of human rights in Australia, also contributed to discussions on the draft UDHR. His son, Gough Whitlam, was the Australian prime minister from 1972 to 1975.

## Implementing the UDHR

Over the next half century, the UN incorporated the UDHR into **international law** through a number of conventions and treaties. Nations that sign up to these agree to uphold principles protecting people's human rights. Australia has **ratified** the two most important of these — the International Covenant on Civil and Political Rights (ICCPR) and the International Covenant on Economic, Social and Cultural Rights (ICESCR). Australia has also included treaty and convention principles in Australian laws:

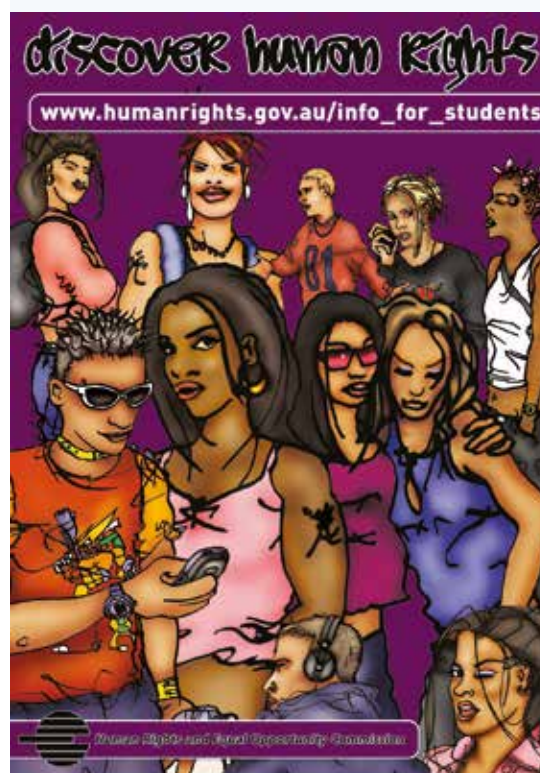
- Australian family law enshrines the 'best interest of the child,' one of the key principles of the UN Convention on the Rights of the Child (CRC), which Australia signed in 1990. The CRC also commits Australia to ensuring children do not suffer discrimination; protecting their physical, spiritual, moral and social development; and listening to and taking into account their opinions in decisions affecting them.
- A number of UN conventions are attached to the *Human Rights and Equal Opportunity Act 1986* (Cwlth). These incorporate principles related to civil and political rights, the rights of the child, the rights of the mentally retarded and disabled, and non-discrimination in employment.
- The International Convention on the Elimination of all Forms of Racial Discrimination is attached as a schedule to the *Racial Discrimination Act 1975* (Cwlth). This law makes it illegal for anyone in Australia to:
  - discriminate against someone on the basis of their race, colour and ethnic or national origin
  - publicly express racial hatred towards someone on the basis of their race, colour and ethnic or national origin

It also makes federal law supreme over state law in this area.

- The Convention on the Elimination of all Forms of Discrimination against Women is attached as a schedule to the *Sex Discrimination Act 1984* (Cwlth).

Australia's states and territories all have additional laws prohibiting discrimination and supporting human rights principles. In 2009, Australia announced its support for the UN Declaration on the Rights of Indigenous Peoples (see subtopic 4.11).

**SOURCE 5** 'Discover human rights' poster, from the website of Australia's Human Rights and Equal Opportunity Commission (HREOC)



## RETROFILE

In early 1949, the UN printed copies of the UDHR on airmail paper and sent them to children all around the world.

## 4.2 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. What did Doc Evatt achieve at the 1945 San Francisco Conference?
2. What is the UDHR?
3. Explain the link between the UDHR and Evatt's beliefs about human rights.
4. In what ways was 1940s Australia out of step with UDHR standards?
5. Explain why the UDHR is of ongoing relevance for Australia.

### Develop source skills

6. Refer to **SOURCE 2** to help you answer the following.
  - (a) What does Justice Kirby list as problems that people hoped the UN would overcome?
  - (b) What is the meaning of the term 'internationalist'?
  - (c) Why does he see this as an 'opportunity' for Doc Evatt?
7. Use **SOURCE 3** to identify the six main organs of the UN.
8. Using **SOURCE 3**, identify the organ:
  - (a) in which all members are represented
  - (b) that organises the UN's social and economic program.
9. Using **SOURCE 3**, identify the titles of:
  - (a) the UN's main spokesperson
  - (b) the people who preside over General Assembly meetings.
10. As you read through this topic, use **SOURCE 4** as a guide to evaluate Australia's actions and policies towards Indigenous Australians.
11. Identify the audience for **SOURCE 5**. Who produced this source and what is its purpose?

myWorldHistoryAtlas

Deepen and check your understanding of the topic with the following resources and auto-marked questions:

🔗 **Civil rights movements**

**learnon** ONLINE ONLY



Complete this digital doc: Worksheet 4.2 After World War II (doc-23152)

## 4.3 Early Aboriginal activism

### 4.3.1 Settlement or invasion?

In 1770 Captain James Cook claimed Australia's east coast on behalf of Britain. He said that Australia was **terra nullius** — meaning 'the land belonging to no-one'. According to eighteenth-century law, people of another land could legally take over a land that had no owner. People came to talk of the arrival of Captain Phillip and the First Fleet on 26 January 1788 as the beginning of European **settlement** of Australia. Today, many historians would describe this event as the European **invasion** of Australia.

Many of the Australians celebrating the 150th anniversary of British arrival did not think about what this event meant for Indigenous Australians. But for Australia's Aboriginal people, 26 January 1938 was a day to mourn the losses and injustices they had endured over the 150-year period since the British had gained control of their land.

### 4.3.2 After 1788: 150 years of injustice

From 1788 onwards, the British created settlements on land that Aboriginal people previously used and controlled. Over time, the British took more and more land without compensating the people who had



been displaced. Aboriginal people lost access to sources of food and water that they had once been able to use freely. They also lost access to their sacred sites. Their efforts to fight for their rights had little chance of success against police armed with guns and courts that did not recognise Aboriginal law and customs. Aboriginal people found themselves living in a world ruled by people who thought people with white skin were superior to those of other races.

From the mid nineteenth century onwards, Australian governments implemented policies of **'protection'** that in reality segregated Aboriginal people from Australian society and became the means of controlling their lives by:

- deciding where they could live and work — in particular, trying to force them to live on 'managed reserves' controlled by the police or a white manager, or on missions run by Christian groups.
- limiting Aboriginal people's access to their own wages
- forbidding them the right to practise their own traditions
- limiting their access to education
- taking their children (see subtopic 4.4)
- denying them rights to which other Australians were entitled.

### 4.3.3 Aboriginal responses

From the late 1800s onwards, Aboriginal activists succeeded in pressuring the New South Wales government to allow them control of specific reserves. By 1895 they had gained self-management of 114 of them, most of which were run as self-sufficient farms. However, these independent reserves declined from their 1913 peak of 10.5 hectares to 5.2 hectares in 1927, with the government resuming much of the land for post-World War I Soldier Settler schemes (see subtopic 3a.9).

In 1924, activist Fred Maynard (1879–1946) organised a more structured protest against government denial of Aboriginal rights through the establishment of the Australian Aborigines Progressive Association (AAPA). Its model was the Universal Negro Improvement Association (UNIA), which Marcus Garvey (1887–1940) had established ten years earlier and which had become a significant political movement among poor African Americans living in New York and other US cities.

Garvey encouraged African Americans to be proud of their culture, to be self-reliant and to work for the creation of their own nation within Africa. He believed white people within the US had too much to lose to ever allow equality for both races. As a result he was very critical of African American groups such as the National Association for the Advancement of Colored People (NAACP), which he claimed was more interested in having blacks assimilate into white society than in fighting for their specific rights and freedoms.

Garvey inspired Fred Maynard and other Australian Aboriginal activists to work together to achieve their own goals of:

- taking pride in their cultural identity
- fighting for their land rights
- achieving recognition as citizens
- protecting their children.

Fred Maynard led protests against the loss of reserves, the separation of children from their families, and the government's failure to protect young Aboriginal people from work as unskilled labourers. The AAPA also fought for Aboriginal peoples' rights to an education and to **self-determination**. The organisation grew to a membership of 500 people, but could not maintain the support needed to continue beyond 1927.

**SOURCE 1** Marcus Garvey



### 4.3.4 The Day of Mourning and Protest, 26 January 1938

After a 1937 conference on Aboriginal affairs, the federal government introduced the policy of **assimilation** whereby it expected that Aboriginal people who were 'not of full blood' would conform to the attitudes, customs and beliefs of the white majority. This, along with the planned celebration of the 150th anniversary of British arrival in Australia, encouraged a new phase in the Aboriginal peoples' fight for their rights. For Indigenous Australians, 26 January 1938 was a day to mourn the losses and injustices they had endured over the 150-year period since the British had gained control of their land.

William Cooper, Secretary of the Australian Aborigines League (AAL), William Ferguson, founder of the Aborigines Progressive Association (APA), and John (Jack) Patten, its president, decided to bring Aboriginal people together in a Day of Mourning and Protest on 26 January 1938. All three men had been involved in campaigns requesting such things as:

- representation in federal parliament
- federal government involvement in Aboriginal issues through the creation of a Department of Native Affairs
- the creation of state councils to advise on Aboriginal affairs
- reform of the New South Wales Aborigines Protection Board.

The Day of Mourning and Protest began with a protest march from Sydney Town Hall to the Australian Hall in Elizabeth Street. Here 1000 people (forced to enter by the back door) listened to speakers putting forward their views on key issues. They voted unanimously to support a resolution demanding 'a new policy which will raise our people to full citizen status and equality within the community'. They issued a manifesto describing the situation of Aboriginal people and their expectations of the Australian government.

Prime Minister Joe Lyons agreed to meet with an Aboriginal delegation on 31 January 1938. He listened to a 10-point plan outlining ways the federal government could achieve justice for Aboriginal people. The Prime Minister said that the Constitution did not allow the federal government to take control of Aboriginal affairs.

The 1938 Day of Mourning and Protest did not achieve its main goals. What it did achieve was to:

- unite Aboriginal people in a formal gathering demanding their civil rights
  - make Australians think about whether 26 January was an appropriate date for a national celebration.
- Nowadays, Aboriginal people call it 'Invasion Day' and 'Survival Day'.

**SOURCE 2** Photograph of protesters outside Australian Hall, Sydney, on 26 January 1938. William Ferguson is on the far left and Jack Patten is on the far right.



**SOURCE 3** Photograph showing Australian Hall, Sydney, c.2011. It has now been restored to its state in 1938 and is registered on Australia's National Heritage List.



#### RETROFILE

The federal government expected Aboriginal people to participate in a 1938 re-enactment of Captain Phillip's landing at Botany Bay. When it failed to get volunteers, it forced Aboriginal people from country New South Wales to take part and kept them locked in the stables at Redfern police station until they were needed.

**SOURCE 4** An extract from *Aborigines claim citizen rights!*, the manifesto that outlined the injustices Aboriginal people had suffered and their expectations for the future

The 26th of January, 1938, is not a day of rejoicing for Australia's Aborigines; it is a day of mourning. This festival of 150 years' so-called 'progress' ... commemorates also 150 years of misery and degradation imposed upon the original native inhabitants by the white invaders ... ask yourself honestly whether your conscience is clear ...

We have in our arteries the blood of ... [those] who have lived in this land for many thousands of years. You came here only recently ... took our land away ... by force ... almost exterminated our people ... [We] expose the humbug of your claim ... to be a civilised, progressive, kindly and humane nation. By your cruelty and callousness towards the Aborigines you stand condemned in the eyes of the civilised world ...

You hypocritically claim that you are trying to 'protect' us; but your modern policy of 'protection' (so-called) is killing us off just as surely as the pioneer policy of giving us poisoned damper and shooting us down like dingoes! ...

We do not wish to be regarded with sentimental sympathy, or to be 'preserved', like the koala bears as exhibits ... We do not wish to be 'studied' as scientific or anthropological curiosities ... We ask you to teach our people to live in the Modern Age, as modern citizens. Our people are very good and quick learners. Why do you deliberately keep us backward? Is it merely to give yourselves the pleasure of feeling superior? ...

We ask for equal education, equal opportunity, equal wages, equal rights to possess property, or to be our own masters — in two words: *equal citizenship!* ...

Keep your charity! We only want justice ...

You had no race prejudice against us when you accepted [us] for enlistment in the A.I.F.... We earned equality then. Why do you deny it to us now? ...

The popular Press of Australia makes a joke of us by presenting silly and out-of-date drawings and jokes of 'Jacky' or 'Binghi', which have educated city-dwellers and young Australians to look upon us as sub-human. Is this not adding insult to injury?

... Aborigines are interested not only in boomerangs and gum leaves and corroborees!

... At worst, we are no more dirty, lazy, stupid, criminal, or immoral than yourselves ... You who originally conquered us by guns against our spears, now rely on superiority of numbers to support your false claims of moral and intellectual superiority ...

After 150 years, we ask you to review the situation and give us a fair deal — a New Deal for Aborigines. The cards have been stacked against us, and we now ask you to play the game like decent Australians. Remember, we do not ask for charity, we ask for justice.

J.T. PATTEN, President, La Perouse.  
W. FERGUSON, Organising Secretary, Dubbo.

## 4.3 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. Create a mind map summary of the effect of British rule on Australian Aboriginal people.
2. Explain the difference between the policies of protection and assimilation.
3. What different roles did Aboriginal people want federal and state governments to be providing them in the 1930s?
  - (a) Why did Aboriginal people make 26 January 1938 a Day of Mourning and Protest?
  - (b) What were their methods of protest and what were the results of their efforts?

### Develop source skills

4. What do the writers of **SOURCE 4** say about the difference between:
  - (a) the claims and the reality of white people's treatment of Aboriginal people
  - (b) the white person's image of Aboriginal people and the reality?
5. What words or phrases do the writers of **SOURCE 4** use to convince people of the justice of their cause?

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Complete this digital doc: Worksheet 4.3 Australia Day — celebration or mourning? (doc-23153)

## 4.4 The Stolen Generations

### 4.4.1 Government policy

For most Australians, the family unit is where people should be cared for, protected and educated in the behaviour and customs of their society and culture. In Aboriginal and Torres Strait Islander families, feelings of kinship are also important.

Kinship involves special bonds that link an individual to the extended family group. It includes an understanding of the value of sharing and being able to rely on the support of family members and those who understand the **Dreaming**. Kinship also involves respect for elders who pass on the important traditions, values and stories within Indigenous culture and who serve as role models for younger members.

By the late 1980s, there were more than 100 000 people of Aboriginal and Torres Strait Islander descent who had:

- lost their links with family and land
- lost their understanding of kinship
- missed out on being educated in the language, culture and traditions of their people.

They are the Stolen Generations — Aboriginal and Torres Strait Islander people who as children were separated from their families, usually by force, by Australian state and territory governments.

People began removing Indigenous children from their families not long after the arrival of Europeans in 1788. State governments began to do this more systematically towards the late nineteenth century and continued doing so until the late twentieth century. They:

- established laws ('Protection' Acts) to empower them to do this
- established protection boards to administer this policy
- gave power to police and protection officers to implement the policy
- took over from parents their roles as their children's legal guardians.

**SOURCE 1** An extract from a Western Australian woman's testimony to the Human Rights and Equal Opportunity Commission (HREOC) inquiry into The Stolen Generations

Every morning our people would crush charcoal and mix that with animal fat and smother that all over us, so that when the police came they could only see black children in the distance. We were told always to be on the alert and, if white people came, to run into the bush or run and stand behind the trees as stiff as a poker, or else hide behind logs or run into culverts and hide. Often the white people — we didn't know who they were — would come into our camps. And if the Aboriginal group was taken unawares, they would stuff us into flour bags and pretend we weren't there. We were told not to sneeze. We knew if we sneezed and they knew that we were in there bundled up, we'd be taken off and away from the area.

There was a disruption of our cycle of life because we were continually scared to be ourselves. During the raids on the camps it was not unusual for people to be shot — shot in the arm or the leg. You can understand the terror that we lived in, the fright — not knowing when someone will come unawares and do whatever they were doing — either disrupting our family life, camp life, or shooting at us.

Confidential evidence 681, Western Australia: woman ultimately surrendered at 5 years to Mt Margaret Mission for schooling in the 1930s, in HREOC, *Bringing Them Home*, 1997.

A minority of politicians described these laws and practices as 'stealing' children. Some argued that these children would be exploited as unpaid labour and that removing Indigenous children from their parents would effectively be condoning slavery.

Officials often falsely claimed that parents neglected and/or abused their children. Officials said governments would provide the children with a better life than they could expect to have within their own families and communities. Over time, most state governments made Indigenous children **wards of the state** so that there was no need to provide reasons for their removal.



Governments sought out, identified and took babies and children and placed them in government- and missionary-run training institutions, put them up for adoption or placed them with foster parents.

They targeted mixed-race children and expected that they would assimilate with the white race as servants and labourers. They expected that these children would have children with white partners and that, over generations, Australia's Indigenous peoples would ultimately 'die out'. Writing in 1930, Mr A.O. Neville, the Chief Protector of Aborigines in Western Australia, put it this way: 'Eliminate the full-blood and permit the white admixture to half-castes and eventually the race will become white'.

Authorities removed children from their parents and families by force, threat, deception and trickery. Families tried hiding their children. Pregnant women tried to avoid being seen. Parents begged officials to allow them to keep their children. Some children never came back from what was supposed to be a 'holiday' with a 'good white family'. In some states, parents supposedly had the right of appeal to get their children back. Few understood what this process meant or had the money to finance it.

**SOURCE 2** A still from the 2002 movie *Rabbit-Proof Fence*, which tells the story of Mollie Craig, her sister Daisy and their cousin Gracie Fields. Police took all three from their families in 1931 and sent them to the Moore River Native Settlement Camp (WA) 2400 km away.



### RETROFILE

On average, Australian governments removed about 1 in 300 white children from their families in the twentieth century.

## 4.4.2 Institutions, adoptions and fostering

### The Bomaderry Aboriginal Children's Home, 1908 – c.1980

The Aborigines Protection Board established the Bomaderry Aboriginal Children's Home (near Nowra, New South Wales) with the intention of replacing 'original family ties with a new family unit, created according to a European Christian model'. Young children and babies lived there until they were about seven and the board then sent them on to another 'home'.

Staff encouraged the students to think of themselves as white. They kept them away from their families and so prevented these children gaining any knowledge of their relatives or their cultural heritage. Many people remember this as a happier and more caring place than other institutions. At the same time, they emphasise that whatever care they received could not make up for what they had lost.

### The Cootamundra Domestic Training Home for Girls, 1912–74

In 1912, the Aborigines Protection Board established the Cootamundra Domestic Training Home for Aboriginal girls from about 7 to 14, who had been forcibly removed from their parents to train as domestic servants for white families. At the home, authorities:

- denied the girls any contact with their own families
- taught them nothing about their own cultures and traditions

- forbade the use of their traditional languages
- punished anyone who contravened these rules.

Instructors taught girls that they were white and that Indigenous Australians were inferior.

At a time when other Australian girls were choosing factory work rather than putting up with domestic servants' poor working conditions and lack of freedom, governments were using Aboriginal girls to fill the gap. Once in domestic service, these girls:

- were paid infrequently if at all
- worked long hours with little personal freedom
- were at risk of sexual abuse.

### The Kinchela Boys Home, 1924–70

The Kinchela Boys Home at Kempsey, New South Wales, was among the worst of the 'homes' to which authorities sent children. In the years from 1924 to 1970, approximately 400 Aboriginal boys aged from about 7 to 14 went there to gain a basic education and to learn farming and some basic manual labour tasks.

Discipline was strict, treatment harsh and punishment severe. Child Welfare officers rarely inspected this institution or checked on what it was doing to address negative reports about how the superintendent ran the home and treated the boys.

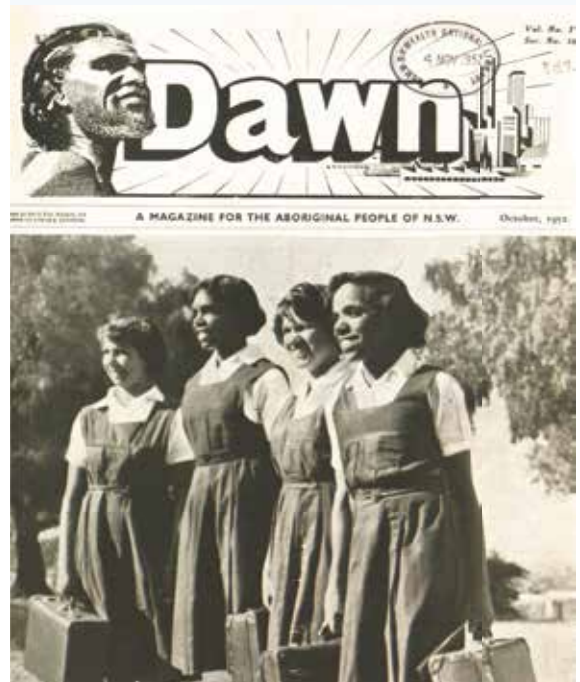
Staff referred to the boys as 'inmates'. The day began early with farming tasks before breakfast and no breakfast for those who finished late. Then came school (on the premises and with untrained teachers) until 3 pm, followed by an additional two to four hours work as farm labourers before being sent to bed at about 8 pm.

In the 1950s Kinchela boys began attending Kempsey Boys' High School, where many of them excelled at sport. Boys at Kinchela had neither the time nor the nurturing environment to be able to benefit from an academic education.

### Foster homes and adoption

From the 1950s onwards, as a cost-saving measure, governments were putting more and more Indigenous children into foster care or up for adoption. By the early 1960s, they had begun to see institutional care as encouraging segregation rather than the assimilation that was their goal. In the period c.1950–1960, authorities put as many as 17 per cent of Indigenous children up for adoption. In New South Wales in the 1960s, authorities placed 300 Indigenous children in foster care. Some children went to three or four different foster homes before being permanently placed.

**SOURCE 3** Cover of *Dawn* magazine, 1952, published by the Aborigines Welfare Board (NSW). The caption read 'These happy Cootamundra girls, spick and span in their neat school uniforms, await the bus to take them into Cootamundra High School. These women of tomorrow are being given a training that will make life easier and sweeter for them and help their eventual assimilation into the white community'.



**SOURCE 4** A woman's response to a newspaper clipping c.1934 reporting the Minister of the Interior's appeal for homes for 'half-caste' and 'quadroon' children. Decades later, similar attitudes still underpinned fostering requests.



Boards frequently pressured Indigenous mothers to give up their children at birth. Often these mothers did not understand the consent papers that officials gave them to sign. In Western Australia, officials did not need to obtain consent because the law classified all Indigenous children as wards of the state so that legally their parents had no rights to them.

**SOURCE 5** An extract from a witness statement in *Bringing Them Home*, 1997, p. 50

I was taken off my mum as soon as I was born, so she never even seen me. What Welfare wanted to do was adopt all these poor little black babies into nice, caring white families, respectable white families, where they'd get a good upbringing. I had a shit upbringing. Me and [adopted brother who was also Aboriginal] were always treated different to the others ... we weren't given the same love, we were always to blame ... I found my mum when I was eighteen — she was really happy to hear from me, because she didn't adopt me out. Apparently she did sign adoption papers, but she didn't know [what they were]. She said to me that for months she was running away from Welfare [while she was pregnant], and they kept finding her ... Right from the beginning they didn't want her to have me.

### 4.4.3 Stolen lives, stolen identities

#### Physical, psychological and emotional harm

Taking children had a devastating effect on its direct and indirect victims. Parents and communities lost their roles in nurturing these children to adulthood. Children denied these skills failed to learn by example how to be good parents.

Denied access to their language, heritage, culture and role models within their own communities, many suffered depression and poor self-esteem. The staff they encountered in institutions varied from those who were kindly and well-meaning to those who were cruel and sadistic. Few had any training suited to their work.

Children of the Stolen Generations were more vulnerable than children generally. Other people ruled their lives, denied them opportunities for complaint and were reluctant to believe them if they did complain. The 1997 *Bringing Them Home* report indicated that as many as 20–25 per cent of children in adoptive and foster homes and 10 per cent of those in institutions were victims of sexual assault.

**SOURCE 6** An extract from confidential evidence 248, which a Western Australian woman provided to the HREOC inquiry. Here she talks about a work placement that her foster home had organised when she was 15.

I remember when my sister come down and visited me and I was reaching out. There was no-one there. I was just reaching out and I could see her standing there and I couldn't tell her that I'd been raped. And I never told anyone for years and years. And I've had this all inside me for years and years and years. I've been sexually abused, harassed, and then finally raped, y'know, and I've never had anyone to talk to about it ... nobody, no father, no mother, no-one. We had no-one to guide us. I felt so isolated, alienated. And I just had no-one. That's why I hit the booze. None of that family bonding, nurturing — nothing. We had nothing.

The governments and agencies that separated Indigenous children from their families wanted this separation to be permanent. Authorities censored letters and put severe restrictions on family visits. Under the policy of assimilation, the New South Wales government made it illegal for Indigenous parents to attempt to contact their children living in institutions.

Staff taught the children to think of Indigenous people as dirty, untrustworthy, threatening and inferior. Children learned to fear and even reject Indigenous people and many blamed their parents for their removal. Over time, some of the Stolen Generations turned to drugs and alcohol. As a group, they were more likely than other children to:

- have poor health
- have poor education
- have poor opportunities
- be arrested or go to prison.

**SOURCE 7** An extract from witness statements in the HREOC report on the Stolen Generations

[1] We were playing in the schoolyard and this old black man came to the fence. I could hear him singing out to me and my sister. I said to [my sister] Don't go. There's a black man. And we took off. It was two years ago I found out that was my grandfather. He came looking for us. I don't know when I ever stopped being frightened of Aboriginal people. I don't know when I even realised I was Aboriginal. It's been a long hard fight for me.

[2] Even though I had a good education with [adoptive family] and went to college, there was just this feeling that I did not belong there. The best day of my life was when I met my brothers because I felt I belonged and I finally had a family.

HREOC, *Bringing Them Home*, 1997, pp. 211 and 213.

## Employment

When children reached their mid teens, regardless of the individual child's interests and talents the authorities sent them to work as farm labourers or domestic servants. Authorities ignored the good marks children might have received at school and continued to believe that Indigenous people had limited intellectual ability and were likely to be troublesome.

Employers paid wages straight into a bank account controlled by the authorities. People could get access to their wages only if they provided an 'acceptable' reason for needing money.

### 4.4.4 Changed attitudes

In the late 1960s, most Australians did not know about the systematic removal of Indigenous people from their families. Victims often felt too ashamed to talk about it and/or had no one to listen. Indigenous activism, changing attitudes within governments and among welfare workers and increasing recognition of Indigenous peoples' rights slowly began to have an impact.

In 1969 the New South Wales government abolished the Aborigines' Welfare Board. Institutions began to close down. From the mid 1970s the government began to seek the views of Indigenous people when placing Indigenous children in foster care or for adoption. By the mid 1980s, the preferred policy was that children be placed with people of their own race. Indigenous activists pressured governments throughout Australia to adopt the Aboriginal Child Placement Principle and worked to reduce the numbers of Indigenous children whom welfare services removed from their families.

## 4.4 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. What role does the family usually serve in the upbringing of children?
2. What additional role did traditional Aboriginal and Torres Strait Islander families perform?
3. Who are the Stolen Generations and what aspects of family and community life did they miss out on?
4. How did Australian governments organise the removal of Indigenous children from their parents?
5. What did they claim were the reasons for removing children from their families and what was the real reason?
6. Describe the kind of life institutions offered to Indigenous children.
7. When and why did state governments begin to place more emphasis on putting Indigenous children up for adoption or fostering out and how did this affect mothers?
8. List the ways in which governments failed to protect and uphold Indigenous children's rights.
9. Describe how attitudes and practices towards Indigenous children changed from the late 1960s onwards.



### Develop source skills

10. Assess the reliability and usefulness of **SOURCES 1** and **2** for someone studying the experiences of the Stolen Generations.
11. Use **SOURCE 3** to help you answer the following questions.
  - (a) What impression does the source create of the experiences and attitudes of these girls?
  - (b) What aspects of the girls' lives do the picture and caption ignore?
  - (c) What perspective do the photograph and caption reveal?
  - (d) To what extent is this image reliable for someone investigating the experiences of the Stolen Generations?
12. Why do you think the woman in **SOURCE 4** has chosen the child she marked with an 'X'?
13. What do the woman's comments in **SOURCE 4** indicate about what some people expected to gain from taking in one of these children?
14. What does **SOURCE 5** indicate about the contrast between what authorities claimed they were doing for Indigenous children and the experiences this witness describes.
15. Identify the emotions the witnesses express in **SOURCE 7**.

## 4.5 The Civil Rights Movement

### 4.5.1 Fighting discrimination

On 20 January 2009, Barack Obama was sworn in as the first black President of the United States. As an African American, Obama was a member of a group that, at the time of his birth, was struggling to even exercise voting rights within the United States. The **Civil Rights Movement** of the 1950s and 1960s helped lay the groundwork for this change.

**SOURCE 1** Photo showing Barack Obama being sworn in as the 44th President of the United States on 20 January 2009



Until at least the 1950s, African Americans faced discrimination in every aspect of their lives. Authorities forced them to use separate entrances to buildings; created separate areas for them in theatres and on buses; denied them access to ‘whites only’ swimming pools, hospitals, schools, housing and even cemeteries; and intimidated them into not exercising their voting rights. State laws known as the **Jim Crow laws** enforced this **segregation**.

They also had to endure inadequate and substandard facilities, having people refer to them by the derogatory terms ‘nigger’ and ‘coon’ and the risk of becoming victims of mob rule, violence and even lynchings.

In the Civil Rights Movement, African Americans led a program of protest against racist policies that denied people their civil rights — the political and social rights and freedoms that anyone in a given society is entitled to as a member of that society. Activists used a variety of methods including court cases, **boycotts**, marches and **civil disobedience** to make their fellow Americans aware of the injustice of denying civil rights to African Americans.

### 4.5.2 The Montgomery bus boycott

In 1956–7, Montgomery, Alabama, was the scene of a successful 381-day boycott to **desegregate** its buses. The law reserved the front seats of the bus for white people. African Americans could sit in the back of the bus, or in the middle if white people did not require these seats. In December 1955, African American Rosa Parks went to jail for violating the law.

In protest, Baptist minister Martin Luther King (1929–68), president of the Montgomery Improvement Association (MIA), called on African Americans, who comprised 75 per cent of bus users in Montgomery, to boycott the city’s buses. Their slogan was ‘Don’t ride the bus today, don’t ride it for freedom’.

Bus companies faced massive financial losses, but refused to give in. In November 1956, the Supreme Court ruled in favour of the MIA’s case for desegregation. The boycott ended on 20 December 1956, when the bus companies agreed to allow all bus travellers the same rights to any vacant seats.

### 4.5.3 Martin Luther King and civil disobedience

Martin Luther King admired the example of non-violent protest that Mohandas K. Gandhi had used in 1920s India. Gandhi had encouraged Indian people to practise non-violent non-cooperation in their protest against British rule of their country. Like Gandhi, King advocated a program of civil disobedience that used non-violent methods.

In 1957, King joined with other members of the clergy to establish the Southern Christian Leadership Conference (SCLC). The SCLC began a campaign of ‘direct action’, which involved non-violent protest in the form of boycotts, demonstrations and marches to increase national consciousness of the denial of civil rights to African Americans.

**SOURCE 2** A photograph from May 1963 showing civil rights supporters at Woolworth’s ‘whites only’ lunch counter in Jacksonville, Mississippi. All three had sauce, mustard and paint thrown at them. The man was later beaten up.



In 1960, his call for civil disobedience using non-violent methods encouraged students in Greensboro, North Carolina, to begin sit-ins in which they maintained continuous occupation of ‘whites only’ seats in cafeterias. The success of this campaign inspired activists to devise a range of similar methods to desegregate public facilities across the southern states — swim-ins at pools, library read-ins, cinema watch-ins and, most famously, the Freedom Rides.

#### 4.5.4 May–November 1961: the Freedom Rides

Segregation and racial intolerance were worse in the southern states, where over 50 per cent of African Americans lived. Companies continued to segregate interstate buses, trains and stations even though the Interstate Commerce Commission (ICC) in 1955 and the US Supreme Court in 1960 had already ruled this to be illegal under federal law.

African Americans who tried to assert their rights by sitting wherever they liked risked being charged with a criminal offence under state laws. Freedom riders wanted to make states overturn these laws and enforce federal law on transport companies in the South.

Segregation in buses usually followed the pattern of reserving the front seats for whites, the back of the bus for African Americans and seats in the middle for both races, with whites having priority. Black and white freedom riders seated themselves across all three areas with:

- a black and white couple next to each other in the ‘white’ section
- a black also up the front in the ‘white’ section
- other riders scattered throughout the bus
- one black rider at the back of the bus (to ensure that someone would be able to report back if authorities arrested the other riders).

**SOURCE 3** James Farmer’s description of the goals of the Freedom Rides. Farmer was the director of the Congress of Racial Equality (CORE), the organisation that began the campaign.

We planned the Freedom Ride with the specific intention of creating a crisis. We were counting on the bigots in the South to do our work for us. We figured that the government would have to respond if we created a situation that was headline news all over the world, and affected the nation’s image abroad.

The first Freedom Ride began on 4 May 1961. Thirteen activists set out from Washington DC in two separate buses — a Greyhound bus and a Trailways bus — to journey to New Orleans in Louisiana, where they planned to arrive in time for a mass rally on 17 May. They would travel south through Virginia, North and South Carolina, Georgia, Alabama and Mississippi.

Racists in these areas became increasingly hostile to this protest and eager for violence. A mob attacked the freedom riders at the Greyhound bus station in Rock Hill, South Carolina, but this was a relatively minor incident compared to what was to happen in Alabama.

#### Mob violence in Alabama

Bull Durham, Commissioner of Public Safety in Birmingham, Alabama, and local **Ku Klux Klan** (KKK) supporter, Police Sergeant Tom Cook were determined that the Freedom Ride would not continue beyond Alabama. They promised Klansmen that police would wait 15 minutes before intervening to stop any attack on the freedom riders. This was typical of how many officials in the South felt about the issue of civil rights for African Americans.

On 14 May, a mob forced the Greyhound bus off the road as it crossed into Alabama and used baseball bats, iron bars and knives to smash its windows and slash its tyres. Then they fire-bombed the bus, shouting ‘Fry the goddamn niggers’ and ‘Burn them alive’ as the freedom riders struggled to escape the burning bus and the crowds waiting outside to attack them. The police eventually forced the mob to stop. In Anniston the same day, Klansmen inflicted savage beatings on the activists travelling on the Trailways bus.

In Birmingham, a Klan mob armed with baseball bats, iron bars and bicycle chains carried out another attack, in particular targeting the campaign’s white supporters. Medical staff at some hospitals refused to treat the wounded. At one hospital, wounded activists had to be evacuated during the night because of the danger of violence from the mob outside.

The Congress of Racial Equality (CORE) decided to call the ride off and fly on to New Orleans. The freedom riders had gained hundreds of supporters. Activists from the Student Nonviolent Coordinating Committee (SNCC, pronounced ‘snick’) came from Nashville, Tennessee, to resume the ride. Bus drivers feared more KKK violence and the freedom riders could not leave Birmingham until 20 May, this time with reluctant police protection as far as the outskirts of Montgomery.





In Montgomery, police allowed a mob to inflict further beatings on activists at the local bus depot. The mob turned on journalists and photographers to try to prevent them reporting on the incident. It also attacked and left unconscious US Justice Department official John Seigenthaler, whom Attorney-General Robert Kennedy had sent to try to restore law and order.

Alabama authorities allowed the violence to continue. On 21 May, a congregation of over 1200 people was participating in a service to honour the freedom riders at the First Baptist Church. A 3000-strong white mob surrounded the church, attacked people attempting to enter and threatened to fire-bomb it. Authorities ordered local forces to restore order only when President John Kennedy threatened to send in federal troops.

**SOURCE 5** Photograph showing members of the freedom riders sitting outside their bus after it was stoned, had its tyres slashed and was set on fire by a mob on 14 May 1961



**SOURCE 6** An extract from the Student Nonviolent Coordinating Committee Project Group website describing the violence in Alabama

... President John F. Kennedy was concerned about the violence and bus burning that had occurred during the first Freedom Ride the previous week. He telephoned the governor of Alabama and insisted that it was the government's responsibility to guarantee safe passage of interstate travelers. A bus with police and helicopter escort was then sent to Birmingham to take the Freedom Rides on to Montgomery. Once the group arrived in Montgomery however, the protection disappeared and more violence ensued. A crowd of three hundred gathered. Approximately twenty-five of them armed with clubs and sticks began beating the newsmen and cameramen.

James Zwerg, a young white man, got off the bus and was greeted with chants of 'Kill the nigger-loving son of a bitch!' He was beaten to the ground and never attempted to defend himself, even as his face was stomped into the ground. The mob turned its attention to the rest of the riders and everyone was beaten.

After what has been reported as anywhere from five to twenty minutes, police came and used tear gas to break up the crowd, which had grown to a thousand. The riders, after being hospitalized and seeking refuge in the homes of local black people, gathered at Ralph Abernathy's First Baptist Church in Montgomery. Dr. Martin Luther King, Jr. flew in and spoke to a crowd of twelve hundred. President Kennedy called the situation 'a source of deepest concern'.

From Student Nonviolent Coordinating Committee Project Group, 'Six years of the Student Nonviolent Coordinating Committee', [ibiblio.org/sncc/rides.html](http://ibiblio.org/sncc/rides.html), accessed on 30 August 2011.

Mississippi authorities agreed to protect the freedom riders from mob violence as long as they could continue to arrest them for defying local Jim Crow laws on segregation. Jackson, Mississippi's capital, became the destination for more and more freedom riders. Their new tactic was to try to create pressure for change by filling up the city's jails. By late August 1961, authorities there had arrested over 400 freedom riders. Some freedom riders spent a month in the maximum security section of the Mississippi State Penitentiary. The state governor ordered warders to 'break their spirit, not their bones'. Later accounts of their abusive treatment there gained more widespread support for their cause.

### The outcome

International media reports of the Freedom Rides and violent responses to them embarrassed the US government, but it was still reluctant to enforce federal law over state laws. It tried to persuade the freedom riders to cease their protest so that things could 'cool off'. Instead the riders kept the rides going until, in September, the ICC finally ordered bus companies to introduce desegregation. Companies had until 1 November to desegregate all their buses and the toilets, waiting rooms and eating areas at all their bus stations.

**SOURCE 7** Photograph showing 21-year-old freedom rider James Zwerg in hospital recovering after someone had knocked him to the ground and held him still while others beat him into unconsciousness.



**SOURCE 8** Freedom riders Julia Aaron and David Dennis with National Guard protection on a bus from Alabama to Mississippi in 1961



### 4.5.5 Protest marches

King's work gained increasing national and international support for desegregation in all areas of American life. In 1961, he led demonstrations (organised by the **SNCC**) in Albany, Georgia, protesting against segregation in hotels, housing and restaurants. The 'Albany Movement' achieved some integration of facilities, but local authorities took their revenge by closing parks, selling the swimming pool and removing the seats from the newly integrated public library. This led King to believe that it was better to pressure authorities into ending discrimination, not negotiate with them.

In early 1963, Martin Luther King and the SCLC began a series of protest marches in Birmingham, Alabama — a city renowned for its racism. King argued that people were right to disobey unjust laws, but must be willing to endure imprisonment.

Local police responded with clubs, attack dogs and electric cattle prods. Firefighters turned high-pressure hoses on the demonstrators, knocking them into the walls of buildings or onto the pavements. Dogs attacked the protestors' arms and legs. Newspapers all over the world published dramatic photos of these events. President Kennedy sent federal troops to restore order in Birmingham.

Police brutality in Birmingham provided a marked contrast to King's leadership and tactics and encouraged Americans to support calls for anti-discrimination laws. When African Americans staged another march a few days later, the police refused to obey the order of Police Chief 'Bull' Connor to again turn fire hoses on the demonstrators.

On 10 June 1963, President Kennedy called on Congress to pass more civil rights laws. Two nights later, activist Medgar Evers was shot dead outside his home in Jackson, Mississippi. African Americans, shocked and outraged at the circumstances of Evers's death, decided to organise a march to Washington DC, the seat of American government.

### The 1963 March on Washington

For African Americans, the goals of the March on Washington in August 1963 were:

- to pressure the government into passing the proposed new Bill on civil rights and improving employment prospects for African Americans
- to stage an event that would attract worldwide media attention and demonstrate the success of non-violent tactics, especially to those angered by the slow pace of change.

On 28 August 1963, Martin Luther King faced a crowd of over 200 000 civil rights supporters crammed in between the Washington Monument and the Lincoln Memorial. It was 100 years since the signing of the Emancipation Proclamation that ended slavery. King spoke of his dream for a different America: 'Those who hope that the Negro ... will now be content will have a rude awakening if the Nation returns to business as usual. There will be neither rest nor tranquillity in America until the Negro is granted his citizenship rights.'

In the years that followed, civil rights activists continued their struggle through events such as:

- the Freedom Summer of 1964, when young people from all over the United States volunteered to spend their holidays teaching typing and reading to African Americans and helping them complete voter registration forms. The volunteers were under constant threat of violence as their white opponents responded by burning churches, bombing houses and buildings and assaulting people; three volunteers were murdered.
- an 80-kilometre march from Selma to Montgomery undertaken by 600 activists on 7 March 1965 to highlight the cause of voting rights. Only 23 of Selma's 19 000 African Americans were registered to vote. King's campaign to change this had led to police violence but no progress. Police attacked the crowd with clubs and tear gas. People called the day 'Bloody Sunday'. The marchers began again – this time with court protection. By the time they got to Montgomery on 25 March 1965, the crowd had grown to 25 000. Similar marches in key US cities highlighted the growing popular support for this issue.



**SOURCE 9** A photograph of the March on Washington in 1963. Martin Luther King is second from the left in the front row.



In August 1965, President Lyndon Johnson signed the *Voting Rights Act* into law. Two weeks later, Los Angeles police arrested Marquette Frye, an African American, for drink driving. During the arrest, one of the police officers aimed a gun at Frye, as if to shoot him. For the next six days, African Americans gave vent to their outrage at the ongoing injustices they had to face. Rioters burned cars and shopping areas and shot police and firefighters. The Watts riots led to 34 deaths, with hundreds of people injured and thousands arrested. When asked what Martin Luther King would think of their actions, one of the rioters replied ‘Martin Luther who?’

#### RETROFILE

By the late 1960s, voter registration in the southern United States had increased by more than 200 per cent.

### 4.5.6 More radical methods and individuals

King became less influential as younger and more radical supporters and groups — for example, Malcolm X, the **Black Power** movement and the **Black Panthers** — began to question the effectiveness of King’s use of non-violent protest. They began to pursue self-determination more than the fight against discrimination.



In 1966, riots broke out in Chicago, Cleveland, Dayton, Milwaukee and San Francisco. The government sent in the National Guard to restore order in all of those cities. In 1967, African American frustration exploded in even more violent riots in Newark and Detroit, resulting in the shooting of nearly 83 African Americans.

## Influence of the Civil Rights Movement

The Civil Rights Movement as a whole showed the value of:

- people uniting to fight for their rights
- non-violent methods
- staging an event that would attract media coverage, gain support for a cause and create pressure for change
- seeing African Americans take on leadership roles and provide role models for their people
- publicly pressuring governments to recognise and protect the rights of African Americans.

Australia's Indigenous peoples found much to support and inspire them in the US Civil Rights Movement. Australians could not ignore the international publicity it gained for civil rights. They were forced to confront the many similarities between the discrimination and injustices that African Americans faced and those that affected Indigenous Australians. They also observed the frustration and violence that could result from these not being addressed.

Civil rights campaigners in Australia liked the non-violent methods of the US Civil Rights Movement. From the mid 1960s onwards they began to have more success in the struggle to achieve the rights and freedoms of Aboriginal and Torres Strait Islander peoples. At the same time, they were also conscious of the dangers of such campaigns. People hostile to civil rights for African Americans assassinated Malcolm X in February 1965 and Martin Luther King in April 1968. The riots in 100 American cities in response to Dr King's death reflected the attitude that non-violence was ineffective.

## 4.5 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. Provide three examples of how authorities denied African Americans their civil rights.
2. Name some of the methods African Americans used in the Civil Rights Movement.
3. (a) What did the freedom riders hope to achieve?  
(b) Describe how people responded to them.
4. Describe how the Civil Rights Movement affected Australia.

### Develop source skills

5. Why would many African Americans have found the event in **SOURCE 1** more significant than previous swearing-in ceremonies?
6. What do you think motivated the people shown standing in **SOURCE 2** to be there?
7. Referring to **SOURCE 3**, explain what CORE hoped to achieve by 'creating a crisis'.
8. What information does **SOURCE 6** provide about the attitude of the government of Alabama?
9. What impression does **SOURCE 6** create of President Kennedy's role in these events?
10. Assess the reliability and usefulness of **SOURCES 6** and **7** in relation to James Zwerg's experiences of the freedom rides.
11. What does **SOURCE 9** indicate about the strength of this protest and the types of people who supported it?
12. What do the placards in **SOURCE 9** reveal about the demands of the protesters?
13. Use the internet to read or listen to King's 'I have a dream' speech. What are the key elements of his dream? How might different groups have felt about this speech?



ONLINE ONLY



Complete this digital doc: Worksheet 4.5 Civil rights (doc-23154)

## 4.6 Charles Perkins and the 1965 Freedom Ride

### 4.6.1 The 1965 Freedom Ride

Kumantjayi (Charles) Perkins was born in Alice Springs in 1936 and began his education in Adelaide. A skilled soccer player, Perkins played professional soccer in England from 1957 to 1960. Having turned down an offer to try out for Manchester United, he returned to Adelaide, where he became vice-president of the Federal Council for the Advancement of Aborigines. He moved to Sydney in 1962, and in 1963 became captain and coach of the Pan Hellenic Club. In 1963 he also began studies at the University of Sydney, where he was a founding member of Student Action for Aborigines (SAFA), later becoming its president.

Perkins wanted to address criticism that Australians were quick to champion the work of the US Civil Rights Movement but slow to do anything to end racism in Australia. On 12 February 1965, he led about 28 others on a 14-day, 3200-kilometre Freedom Ride of rural New South Wales. Their aim was to raise awareness of discrimination against Aboriginal people and to try to redress it. They targeted towns such as Walgett, Moree and Kempsey, which had the reputation of being racist, and included others, such as Lismore, that were supposed to have better records.

Activists in the Australian Freedom Ride were concerned with:

- Aboriginal peoples' appalling living and health conditions
- Aboriginal people being forced to live on reserves outside country towns
- local authorities denying Aboriginal people access to facilities such as hotels, clubs and swimming pools; service in shops; and equal treatment in cinemas
- the ways in which rural communities discriminated against Aboriginal people.

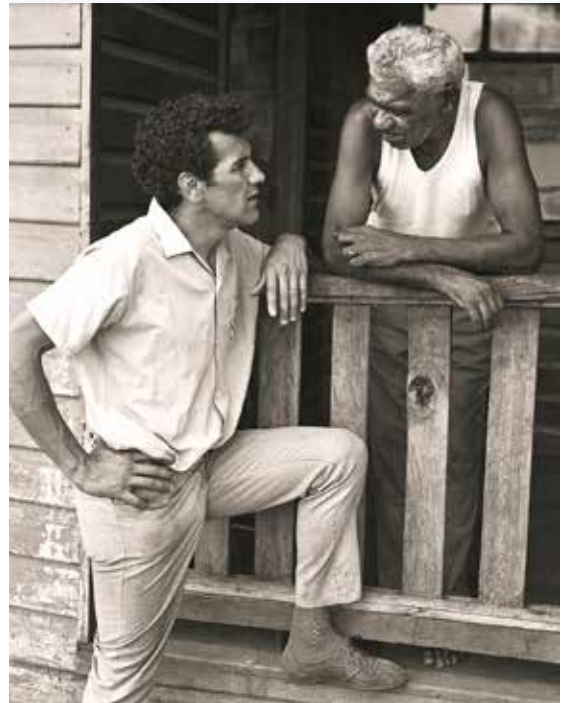
The first step in each town was to survey Indigenous and non-Indigenous people to find out about the living, education and health conditions of local Aboriginal people. If there was an issue of blatant discrimination, the freedom riders took action to publicise and hopefully overturn it.

Perkins admired US civil rights activist Martin Luther King, particularly King's emphasis on 'non-violent direct action' and establishing 'creative tension' by dramatically highlighting examples of discrimination so that people could not continue to ignore them. Whereas the 1961 Freedom Rides in the United States had specifically focused on the desegregation of interstate transport, Australia's freedom riders focused on:

- the desegregation of leisure facilities in country towns
- information-gathering on race relations in rural New South Wales.

Among the early stops were Wellington and Gulargambone, where the Aboriginal people spoke of their need for housing and access to fresh water on the reserves. Racial discrimination was a major problem and not one that the local Indigenous people felt they could work with SAFA to fight. The bus moved on to Walgett.

**SOURCE 1** Photograph showing Charles Perkins (left) speaking with an Aboriginal resident of Bowraville on 24 February 1965



**SOURCE 2** The route the freedom riders followed. Adapted from a map in A. Curthoys, *Freedom Ride: A Freedom Rider Remembers*, Allen and Unwin, Sydney, 2002, p. xvii



#### 4.6.2 Walgett: 'Aborigines also fought'

In Walgett, the local Returned Services League (RSL) club refused entry to Aboriginal people, including Aboriginal ex-servicemen who had participated in World Wars I and II. RSL management occasionally allowed them entry on Anzac Day. Perkins led the freedom riders in forming a picket line outside the club.

They held up posters proclaiming 'Aborigines also fought', 'Bullets did not discriminate' and 'Good enough for Tobruk, why not Walgett RSL?' Perkins addressed the crowd of onlookers to try to convince the RSL committee members to change their policy. Members of the local Aboriginal community joined in.

The Anglican minister evicted the students from their lodgings in the church hall because many residents were hostile to their actions. A line of cars and trucks followed the bus out of Walgett. One of the trucks forced the bus off the road. The situation reminded the students of the three American civil rights activists who had been beaten and shot on a country road in Mississippi just eight months earlier. They saw four or



five cars surrounding them and were relieved to find that these were driven by local Aboriginal people who had come out to offer protection. The other trucks and cars disappeared.

A journalist witnessed the incident and it became headline news in *The Sydney Morning Herald*, *The Daily Mirror* and *The Australian*. *Mirror* reporter Gerald Stone and his editor Zell Rabin noticed the similarities between the racist attitudes and behaviour they had observed while working as journalists in the United States and the racist attitudes and behaviour in New South Wales.

**SOURCE 3** Photograph showing the freedom riders with the bus that took them on their campaign



#### 4.6.3 Moree: 'darkies not allowed in'

The bus moved on to Moree, where a 1955 council by-law prohibited Aboriginal people and those with 'a mixture of Aboriginal blood' from using (except during school hours) the local artesian baths and swimming pool. The town refused to allow Aboriginal patients to share hospital facilities with white patients and insisted that Aboriginal people be buried in a part of the local cemetery that was separate from the section for white people.

SAFA's protest began with a demonstration outside the council building. It then got families' permission to take eight children and try to gain entry to the pool. Charles Perkins brought more children from the reserve. The manager refused to sell them entry coupons, saying 'darkies not allowed in'.

A large crowd gathered and after an hour the manager, four police and the local mayor came up with another answer: Aboriginal children were allowed in as long as they were 'clean'. The children went swimming and the freedom riders left Moree thinking that their protest had overturned the ban.

**SOURCE 4** Photograph of Charles Perkins and local children in the Moree pool, 1965





The mayor and the pool manager re-imposed the ban. Three days later, about six children from the Moree Reserve joined the freedom riders in another attempt to break the ban. They tried without success for over three hours. A crowd of about 500 angry locals, including a group from the pub across the road, shouted abuse, spat at them and threw tomatoes and rotten eggs at them and the bus. Perkins later said he feared for his life during this incident.

The confrontation received huge press coverage and also television coverage from a BBC crew and a team from Channel Seven's investigative program *Seven Days*. Many journalists made comparisons between the racist attitudes shown in Moree and those evident towards African Americans in the United States. Finally, the police escorted the freedom riders out of Moree. The bus continued on to Lismore, Bowraville and Kempsey before returning to Sydney.

**SOURCE 5** An extract from (American-born) Gerald Stone's newspaper account of the freedom riders' experiences in Moree

MOREE, Saturday. Mob violence exploded here today as student freedom riders were attacked by a crowd crazed with race hate.

White women spat on girl students and screamed filthy words as the students tried to win Aboriginal children admission to the town baths.

Several people were arrested and the town's mayor, Alderman William Lloyd, pitched into the battle, grabbing students by the scruff of their necks and hurling them out of the way. Throughout the fighting a barrage of eggs and rotten fruit rained on the students.

Mr Jim Spigelman, a 19-year-old student from Maroubra, was smacked to the ground while the 500-strong crowd roared its approval.

*Sunday Mirror*, 21 February 1965.

## Ongoing efforts

The freedom riders did not abandon their efforts when they returned to Sydney. In August 1965, SAFA campaigned with the Walgett branch of the Aborigines Progressive Association (APA) to end segregation at the Luxury Theatre and the Oasis Hotel. The APA continued and eventually won a long struggle to achieve this. Students kept up the visits to country towns, going to Bega, Dareton, Bowraville and Coonamble, where they publicised many instances of racism and pressured communities and authorities to change their ways.

## 4.6.4 The impact of Charles Perkins and the Freedom Ride

### Raising public awareness

Perkins organised television coverage of the Freedom Ride with the executive producer of the Channel 7 program *Seven Days*. This, combined with newspaper coverage, focused national attention on the Freedom Ride and brought images of racist behaviour in country towns, and its injustices, into living rooms around Australia. The Freedom Ride generated discussion and debate throughout Australia about the plight of Indigenous communities, and media coverage stimulated national and international pressure for reform.

### Charles Perkins' leadership

Charles Perkins became a national figure and a role model for Aboriginal people throughout Australia. His Freedom Ride showed Aboriginal Australians that non-violent action could result in change. His organisation of protests and public debate demonstrated both his leadership skills and his willingness to take action to demand change.

### Support for the 1967 referendum

Attracting media attention to issues of injustice affecting Aboriginal people put pressure on Australia's governments and political parties to address these issues. The Freedom Ride became part of the campaign

movement that resulted in the 1967 **referendum** (see subtopic 4.7) to remove discrimination against Aboriginal people from the Constitution. Increased public awareness of racial discrimination within Australia helped create a context in which this referendum could succeed.

### Perkins' ongoing role

Perkins campaigned all his life for the recognition of Aboriginal rights. In 1981 the Fraser government appointed him Secretary of the Department of Aboriginal Affairs and thus the first Aboriginal Australian to head a federal government department. He protested against the reluctance of authorities to allow self-determination for Aboriginal Australians and against government failure to effectively address the inequalities in Aboriginal Australians' access to education, health, housing, employment and the law.

### A state funeral

Charles Perkins died of kidney failure on 18 October 2000. The federal government granted him a state funeral — an honour usually given only to those who have held significant government office. ABC television broadcast the funeral and traffic in George Street Sydney came to a temporary standstill as a crowd gathered outside Sydney Town Hall to watch on a large screen the funeral service taking place inside.

**SOURCE 6** An extract from the address given by the Honourable J.J. Spigelman, then Chief Justice of the New South Wales Supreme Court at Charles Perkins' funeral on 25 October 2000. He is describing the effects of the Freedom Ride, in which he had participated.

One of the most significant of the long term effects was, however, the emergence, for the first time in our history, of an Aborigine in a clear leadership role. There was no doubt at the time that Charlie Perkins was the leader of, and the spokesman for, the entire group of white students. In this, as in so much else, he was a pioneer for his people and a role model of considerable significance.

The contribution Charlie made during this period was to confront Australia with issues which it would have preferred to ignore.

## 4.6 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. Define *Freedom Ride*.
2. Identify the motivation, goals and methods of Australia's freedom riders.
3. Identify three groups that the Freedom Ride affected and describe how each responded.
4. List the main results of the Freedom Ride.

### Develop source skills

5. Use **SOURCE 1** to identify the aspect of the freedom riders' work that Charles Perkins was engaged in here.
6. Use **SOURCE 2** to identify:
  - (a) the places where the freedom riders conducted surveys
  - (b) the places where the freedom riders staged demonstrations
  - (c) on average, the amount of time they spent in each of the places visited.
7. Use **SOURCE 3** to describe the types of people who participated in the 1965 Freedom Ride.
8. Identify the context and significance of the photograph in **SOURCE 4**.
9. Identify the words Stone uses in **SOURCE 5** to describe how the crowd in Moree responded to SAFA's campaign.
10. Referring to **SOURCE 5**, what is Stone's viewpoint of (a) the crowd and (b) SAFA? Support your answer with evidence from the source.
11. Identify the three effects of the Freedom Ride that James Spigelman mentions in **SOURCE 6**.

**learnon** ONLINE ONLY



Complete this digital doc: Worksheet 4.6 The 1965 Freedom Ride (doc-23155)

## 4.7 Civil rights in Australia in the 1960s

### 4.7.1 Australia votes

On 27 May 1967, Australians voted in one of the most important referendums in the nation's history. It was important both for its subject matter — the place of Indigenous Australians within Australian society — and for its results: 90.77 per cent of Australian voters voted 'yes'. Such a high 'yes' vote was remarkable in a country that other nations often judged to be racist and where voters were traditionally reluctant to change the *status quo*. Voters had passed only four of 26 previous referendum proposals.

**SOURCE 1** An extract from the ballot paper that people received when they went to register their vote on the two referendum questions that the Commonwealth Government put to them in 1967

**2. Proposed law entitled —**

'An Act to alter the Constitution so as to omit certain words relating to the People of the Aboriginal Race in any State and so that Aboriginals are to be counted in reckoning the Population.'

DIRECTIONS. Mark your vote on this ballot-paper as follows.

If you **APPROVE** the proposed law, write the word **YES** in the space provided opposite the question.

If you **DO NOT APPROVE** the proposed law, write the word **NO** in the space provided opposite the question.

**DO YOU APPROVE** the proposed law for the alteration of the Constitution entitled —

'An Act to alter the Constitution so as to omit certain words relating to People of the Aboriginal Race in any State and so that Aboriginals are to be counted in reckoning the Population.'?

### The issue

Until 1967, Australia's Constitution contained only two references to Aboriginal people. As the **Source 2** table indicates, both of these disadvantaged them.

**SOURCE 2** Table showing references to Aboriginal Australians in the Australian Constitution (1901) and their effects

Reference	Effects of these clauses
Section 51: The Parliament shall, subject to this Constitution, have power to make laws for the peace, order, and good government of the Commonwealth with respect to: ... (xxvi) The people of any race, <b>other than the aboriginal race in any state</b> , for whom it is deemed necessary to make special laws.	This 'race power' denied the Commonwealth Government the power to make laws for Aboriginal people (except those in the territories) and gave this power to state governments. Different state laws meant Aboriginal people could have different rights in each state. State governments did not allocate the resources necessary to provide for the health, education and housing needs of Aboriginal people.
<b>Section 127: In reckoning the numbers of the people of the Commonwealth, or of a State or other part of the Commonwealth, aboriginal natives shall not be counted.</b>	The census enables the Commonwealth Government to find out the size of the population and gain information that it can then use to improve people's lives, calculate the number of MPs to which a state is entitled and allocate government grants. This clause excluded Aboriginals from the census, effectively treated them as non-persons and meant that the Commonwealth Government lacked the information required to address their needs.

*Note:* The words in **bold** in the first column are those that the referendum proposed to delete.

The 1967 referendum was *not* about citizenship or voting rights. Indigenous Australians, along with other Australians, gained Australian citizenship in 1948 when the concept of *Australian* (as opposed to *British*) citizenship came into existence. In 1949, the Commonwealth Government passed legislation *confirming* the 1902 law that Aboriginal Australians whose *states* had granted them voting rights could vote in federal

elections. The 1962 *Electoral Act* (Cwlth) stated that, as long as they enrolled for voting, Aboriginal people could vote in federal elections regardless of the view of their state governments. From 1965, all Aboriginal people of voting age had state voting rights as well.

The 1967 referendum was about the removal of the discriminatory sections of the Constitution (see the table in **Source 2**). Many state laws affecting Indigenous peoples reinforced the policy of protection and so denied Aboriginal people rights that other Australians enjoyed. If the Commonwealth Government could make laws for Aboriginal Australians, then it could override laws that discriminated against them.

**SOURCE 3** How differing laws across Australia's states and territories in 1962 governed Aboriginal people's rights

	NSW	Vic.	SA	WA	NT	Qld
Voting rights (state)	Yes	Yes	Yes	No	No	No
Marry freely	Yes	Yes	Yes	No	No	No
Control own children	Yes	Yes	No	No	No	No
Move freely	Yes	No	No	No	No	No
Own property freely	Yes	No	Yes	No	No	No
Receive award wages	Yes	No	No	No	No	No
Alcohol allowed	No	No	No	No	No	No

**Source:** B. Attwood and A. Markus, *The 1967 Referendum, or When Aborigines Didn't get the Vote*, AIATSIS, Canberra, 1997, p. 13.

## 4.7.2 Action for reform: 'Right wrongs, write yes'

### Groups and individuals

From 1957 onwards, people pressured the Commonwealth Government to hold a referendum to remove the discriminatory parts of the Constitution. The campaign highlighted the inequalities Aboriginal Australians faced through segregation, low pay, racism and lack of opportunity. Key people and groups involved in the campaign were:

- the Federal Council for the Aboriginal Advancement, which became the Federal Council for the Advancement of Aborigines and Torres Strait Islanders (FCAATSI)
- the Council for Aboriginal Reconciliation (CAR)
- Faith Bandler and Charles 'Chicka' Dixon, Indigenous rights activists
- Jessie Street, a political activist and committed social reformer
- Labor MP Gordon Bryant, a leader within the Aboriginal Advancement League of Victoria and a long-time supporter of Aboriginal rights.

On 29 April 1957, Faith Bandler and Jessie Street launched a pro-referendum petition at the Sydney Town Hall. Their goal was to collect 100 000 signatures. Eventually they collected one million signatures. The campaign that followed was a national exercise in making people aware of the situation of Indigenous Australians through:

- campaigners' lobbying of politicians to table their petitions in federal parliament
- William Grayden's 20-minute *Warburton Ranges* film exposing the plight of Pitjantjatjara Aboriginal people living in the Warburton Ranges. The Commonwealth Government had displaced them from their land to allow nuclear testing there. Graydon was Western Australia's Minister for Native Welfare and his film showed the impact of drought and lack of adequate food, water and medical resources on their existence.
- media reports, especially of conditions during Charles Perkins' 1965 Freedom Ride
- discussions in school classrooms
- listening to guest speakers at universities.

In 1965, FCAATSI representatives learned that Prime Minister Menzies did not fully realise the restrictions on Aboriginal peoples' lives. At the end of a meeting with them, he offered them some alcohol. They reported that he was 'shocked' when poet Oodgeroo Noonuccal (Kath Walker) told him that in Queensland he could be jailed for making such an offer.



## Commonwealth Government

In the late 1950s, a Federal Committee twice recommended the repeal (removal) of Section 127 of the Constitution. After an electoral redistribution in Western Australia, politicians saw that counting Aboriginal people in the census would enable them to retain a seat in the House of Representatives that they might otherwise have lost.

In November 1965, Prime Minister Menzies announced a referendum on Section 127 alone. When Harold Holt became prime minister in 1966, he announced a referendum to repeal the offending parts of both Sections of the Constitution. No-one in either House of Parliament voted against the Bill supporting this change. All major political parties supported the 'Yes' vote. Politicians spoke of the federal government gaining power to enact laws 'for the benefit' of Aboriginal people.

Later that year, Holt committed Australia to support the UN's International Convention on the Elimination of All Forms of Racial Discrimination (ICERD). This meant Australia was making an international commitment to making laws to end discrimination against its Indigenous peoples.

### 4.7.3 The significance of the 1967 referendum

The 1967 referendum campaign showed the power of ordinary people to achieve change. The result was a public recognition of the existence of Australia's Indigenous peoples. It marked the change from Indigenous Australians' *exclusion from* to *inclusion within* the Constitution. The referendum results:

- made it possible for the federal government to make laws for Aboriginal people. This also meant that it could enact laws that would take precedence over any state government laws for Aboriginal people.
- increased momentum for change among Aboriginal Australians and came to symbolise their broader struggle to achieve recognition of their rights.

The result enabled the federal government to improve Australia's international image by removing discriminatory sections from its Constitution. In voting 'yes', Australian voters gave it a mandate to address inequalities affecting Aborigines.

While the referendum result had great symbolic importance, it had little practical benefit for Aboriginal people as:

- inequities continued in pay and working conditions
- they continued to be victims of racism and discrimination
- land rights remained a key issue to be addressed
- political parties that had united to achieve the 'yes' vote did not share a commitment to improving health, housing, employment and education benefits for Aboriginal people, and it was another five years before the federal government began to implement change in these areas.

The fact that the highest percentages of 'no' votes came from areas with the largest Aboriginal populations indicated that racial prejudice remained a significant problem.

**SOURCE 4** Photograph from the front page of the *Sydney Morning Herald*, 25 May 1967



## 4.7.4 Skill builder: Analysing political posters

**SOURCE 5** captures a moment in time. It provides written and visual information to engage the viewer personally and emotionally within the context of a particular historical event. When viewing a political poster, you should always consider its intended audience and purpose and the techniques that have been used to convince people of its message. The annotations highlight some of these techniques. Consider these and then answer the questions that follow to practise the skill of analysing a political poster.

**SOURCE 5** 'The Rights of Australian Aborigines and You', 1967 poster

**The Rights of the Australian Aborigines**

**AND YOU**

*"All human beings are born free and equal ... in dignity and human rights ... and should act towards one another in a spirit of brotherhood."*

ARTICLE 1. United Nations Declaration on Human Rights

**WHAT CAN AUSTRALIANS OF EUROPEAN DESCENT DO TO MAKE THIS A REALITY FOR THEIR FELLOW-AUSTRALIANS OF ABORIGINAL DESCENT?**

**Vote YES**

**in the Federal Referendum on Saturday, May 27, 1967**

Appeal by ...  
**THE AUSTRALIAN COUNCIL OF SALARIED AND PROFESSIONAL ASSOCIATIONS**

'And you' is a personal appeal to target someone's individual attention.

The reference to the Human Rights Declaration is a way of supporting the action required, giving it credibility and associating it with something that has a positive image.

This question appeals to people's conscience and to a sense of purpose.

'Vote YES' is a clear message and a direct order telling the audience what to do.

The Aboriginal image is a reminder of what the referendum issue is about.

1. Identify the audience for this poster and the group that promoted it.
2. What is the purpose of the poster?
3. Identify the reasons the poster gives to convince people to support its message.

## 4.7 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. Explain the issue and the result of the 1967 referendum.
2. Explain how Australia's Constitution disadvantaged Indigenous peoples up to that time.

3. Identify two organisations and two individuals who campaigned for the federal government to hold the 1967 referendum.
4. Outline the methods supporters used to convince people of the importance of a referendum.
5. Assess the extent to which the 1967 referendum benefited Australia's Indigenous peoples. Your answer should be 10–15 lines in length.

### Research and communicate

6. Create a one-page fact sheet on one of the following people or organisations:
  - Faith Bandler
  - Gordon Bryant
  - William Grayden
  - Charles 'Chicka' Dixon
  - Jessie Street
  - The Council for Aboriginal Reconciliation (CAR)
  - The Federal Council for the Advancement of Aborigines and Torres Strait Islanders (FCAATSI).
 Your fact sheet should contain the key facts about the role that the individual or organisation played in the campaign for the 'yes' vote in 1967. Include one illustration.

### Develop source skills

7. What question did voters have to respond to in **SOURCE 1**? What did they have to do to register their decision on this question?
8. Refer to **SOURCE 3** to answer the following:
  - (a) Explain how moving from northern New South Wales to live 50 km away just over the border in Queensland would have affected the life of an Aboriginal person in 1962.
  - (b) Identify the areas of Australia that gave least recognition to Aboriginal people's rights.
  - (c) Identify the extent to which the Commonwealth Government gave recognition to Aboriginal rights in the Northern Territory.
9. Who is the intended audience for the photograph shown in **SOURCE 4**? What do you think is the perspective of the creator of the source?
10. Referring to **SOURCE 4**, explain who the two boys represent and in what ways they are different.



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Complete this digital doc: Worksheet 4.7 Being counted (doc-23156)

## 4.8 Land rights and Mabo

### 4.8.1 The struggle for recognition of land rights

In 1788, Australia's east coast became **Crown land** — land claimed in the name of the English monarch and her or his governments. Officials justified this with the claim that Australia was *terra nullius* (see subtopic 4.3). They ignored the land rights of Australia's Indigenous peoples. Gradually, governments claimed more land and either kept it, leased it to others, gave it away or sold it.

From the mid 1960s, Aboriginal people were increasingly pressuring governments to recognise their land rights. In 1966, 200 Gurindji people walked away from their low wages and poor living conditions on the Northern Territory's Wave Hill cattle station. They set up camp on their lands at Wattie Creek (Daguragu) and so began a nine-year struggle for control of their traditional lands.

In 1968, the Yirrkala people began a case in the Northern Territory Supreme Court. They were protesting against the state government's decision to allowing mining on their traditional land containing **sacred sites**. They wanted the court to recognise their **native title** right to this land. In 1971, Justice Blackburn handed down his decision. He agreed that Aboriginal people had lived on the land from 'time immemorial'. He also said that if native title *had* existed, British law had legally replaced it after 1788. In any case, the claimants had not proved any native title rights. His decision upheld the doctrine of *terra nullius*.

**SOURCE 1** Photograph showing people marching in support of the Gurindji people in Sydney in 1972



On 26 January 1972, four Aboriginal activists set up an Aboriginal **embassy** in a tent on the lawns in front of Parliament House in Canberra. They were angry about Prime Minister William McMahon's attitude towards land rights. Earlier the same day, he had announced that 'land rights would threaten the **tenure** of every Australian' and that his government would grant neither land rights nor **compensation** to Australia's Indigenous peoples. They could lease land, but only for what his government considered 'worthwhile' economic or social purposes. McMahon also said that his government would allow mining on Aboriginal reserves.

### Government responses, 1972 – c.1990

These Aboriginal initiatives began to achieve results. The Whitlam government began to make laws such as the *Racial Discrimination Act 1975* for Indigenous Australians. It also introduced the policy of self-determination, significantly increased funding for Aboriginal affairs and created a commission to investigate land rights. On 16 August 1975, Prime Minister Whitlam formally handed the Gurindji people at Daguragu the lease of part of their traditional lands.

The *Aboriginal Land Rights Act (Northern Territory) 1976* (Cwlth) allowed Aboriginal people to claim Crown land and reserves in the Northern Territory on the basis of traditional ownership. They could claim only land that 'no other person or government has any use for'. They could refuse mining on Aboriginal

**SOURCE 2** Photograph showing, left to right, High Commissioner Michael Anderson and officials Billie Craig and Kevin Johnson in front of the Aboriginal Tent Embassy outside the old Parliament House in Canberra in 1972





land unless it was in the national interest. The Act did not allow them to claim land inside towns. When the Northern Territory gained self-government, it extended the boundaries of Darwin and of three other towns in order to limit Aboriginal people's land claims. In 1985, the High Court overruled these boundary changes.

Some state governments also began to recognise land rights. In 1981, more than 10 per cent of South Australia's land was returned to the Pitjantjatjara and Maralinga peoples. The *Aboriginal Land Rights Act 1983* (NSW) recognised Aboriginal ownership of reserves and also allowed claims to be made on Crown lands. Mining companies had to obtain permission from land councils if they wanted to mine anything other than coal, gold, oil or silver. In 1984, Indigenous peoples in Queensland gained ownership of reserve land. In 1985, the federal government returned Ayers Rock (now Uluru) to its traditional owners.

The 1988 bicentennial celebrations of the arrival of the First Fleet brought the land rights issue to the fore once again. One Australian citizen travelled to Britain to demonstrate a dramatic reversal of the roles of invader and invaded. On 26 January 1988, Burnum Burnum (1936–98), a member of the Wurundjeri people, stood on the white cliffs of Dover in England. He planted an Aboriginal flag and symbolically claimed England's land for his people.

**SOURCE 3** Photograph showing Prime Minister Gough Whitlam symbolically giving soil to Gurindji leader Vincent Lingiari on 16 August 1975



**SOURCE 4** An extract from Burnum Burnum's speech in England on 26 January 1988

I, Burnum Burnum, being a nobleman of ancient Australia, do hereby take possession of England on behalf of the Aboriginal people ...

We do not intend to souvenir, pickle and preserve the heads of 2000 of your people, nor to publicly display the skeletal remains of your Royal Highness, as was done to our Queen Truganinni for 80 years. Neither do we intend to poison your water, lace your flour with strychnine or introduce you to highly toxic drugs.

## 4.8.2 A turning point: Mabo and the High Court, 1992

The Queensland government took over the Torres Strait Islands, north of the Australian mainland, in 1879. The Meriam Islanders continued their traditional way of life on their island, Mer, until, in the late 1970s, the Queensland government began to deny some of them the use of their lands.

From 1982, Eddie Koiki Mabo (1936–92) led a court case challenging the government’s right to do this. He claimed that the Indigenous peoples living on Mer Island owned that land because their families had lived there since ‘time immemorial’ (further back than anyone could remember). They wanted legal recognition of their native title rights over their land. After losing their case in Queensland’s Supreme Court, they appealed to the High Court of Australia.

On 3 June 1992, the High Court handed down a historic decision in *Mabo and Others v. The State of Queensland* (1992), the case now known simply as *Mabo*. It decided:

- in favour of the Meriam Islanders and against the State of Queensland
- that native title to land *had* existed before 1788 and might still be in existence on land that governments had never sold or given away
- that for native title to continue to exist, Indigenous families and their descendants would have to have lived continuously on the land since 1788 and continued to follow traditional customs
- that on land that had been legally granted or sold by governments to someone else for their exclusive use native title had ceased to exist.

### The significance of the Mabo decision

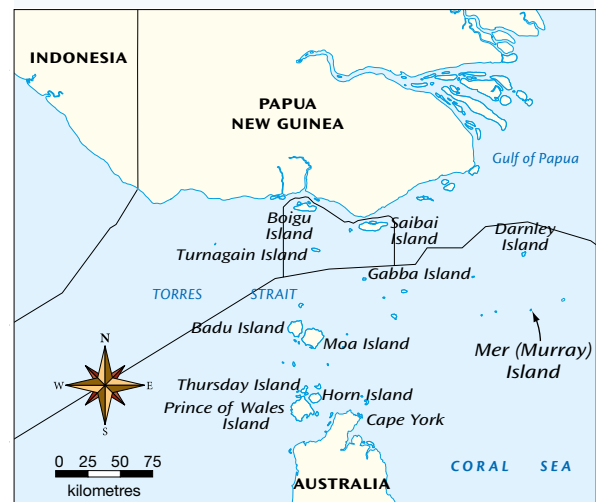
The Mabo decision was a turning point in the recognition of land rights. It overturned the legal fiction that Australia had been *terra nullius* when the British took possession of it in 1788. The High Court recognised that:

- Aboriginal and Torres Strait Islander peoples were the original owners of Australia
- some of these peoples might still retain native title to traditional lands.

Some Australians worried that they might lose their suburban backyards. The Mabo decision did not contain any basis for this fear. It provided limited opportunities for small numbers of Indigenous peoples to claim ownership of their traditional lands.

The Mabo decision meant that the High Court recognised that native title existed as a result of Indigenous peoples’ **customary law** — the legal system that had existed in Australia in 1788. It recognised the fact that Australia’s Indigenous peoples owned land and waters and had their own legal system before the arrival of Europeans in 1788 and that they lived by traditional laws and customs before and after that time.

**SOURCE 5** Map showing the location of Mer (Murray) Island



**SOURCE 6** Photograph showing Eddie Mabo at the Supreme Court in Brisbane, 1986



Native title is the recognition of Indigenous people's traditional rights to land from before 1788. It does not mean title to land ownership. Native title can only still exist where Indigenous peoples have maintained their traditional ties to land and where governments and the law have not extinguished it forever. Indigenous Australians can apply to the National Native Title Tribunal to investigate and mediate native title claims and apply to the Federal Court to decide them. Land rights differ from native title rights in that land rights are linked to claims people make to governments to be recognised as the legal owners of a particular area.

## 4.8 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. How did Captain Cook justify his claim to Australia's east coast in 1770?
2. What goal did the Gurindji and Yirrkala peoples share with the creators of the Tent Embassy?
3. On what grounds was Prime Minister McMahon willing to lease land to Indigenous peoples? What makes these grounds discriminatory?
4. Why was the Aboriginal Tent Embassy created?
5. Explain why the Mabo decision was a turning point in the history of land rights claims in Australia.
6. Explain why it would be difficult for Indigenous Australians to claim land as a result of the Mabo decision.
7. Explain the legal difference between *land rights* and *native title*.

### Develop source skills

8. Describe what the photograph in **SOURCE 1** shows about the people involved in this protest.
9. List what the placards in **SOURCE 1** indicate that the protesters wanted for the Gurinji people.
10. Use information from the photograph in **SOURCE 2** and your own knowledge to explain why creating a Tent Embassy would become an effective and inspiring form of protest.
11. Explain the significance of the photograph in **SOURCE 3** for Indigenous peoples' struggle for land rights.
12. Use **SOURCE 4** and your own knowledge to answer the following questions.
  - (a) What motivated Burnum Burnum to make this speech?
  - (b) To whom was the speech addressed?
  - (c) Why does he list what his people would not do?
  - (d) What was Burnum Burnum's purpose?

## 4.9 Bringing them home

### 4.9.1 Reconciliation

In 1991, the federal parliament passed the *Council for Reconciliation Act*. This identified **reconciliation** as a key goal in the period leading to the 2001 centenary of Australian Federation. The Act established the 25-member Council for Aboriginal Reconciliation with representatives from Aboriginal and Torres Strait Islander groups as well as from industry, agriculture, the union movement, employers, the media and the major political parties.

The council's aims were for all Australians to recognise that Indigenous people were the original owners of the land, that they have suffered ongoing social and economic disadvantage as a result of having their land taken from them, and that this has resulted in Indigenous people missing many of the benefits of life that other Australians take for granted. The Human Rights and Equal Opportunity Commission's (HREOC) inquiry into the Stolen Generations played a key role in aiding this process.





#### 4.9.2 HREOC's *Bringing Them Home* report

In 1995, HREOC began a national inquiry into the separation of Aboriginal and Torres Strait Islander children from their families. HREOC's *Bringing Them Home* report was tabled in federal parliament on 26 May 1997. It summarised the rationale for the policy, its negative impact and the continuing feelings of grief and loss that individuals and communities experienced while trying to gain some sense of identity.

HREOC found that forcibly removing children from their parents went against:

- Australia's own legal standards
- its international human rights obligations
- commonly held values such as a child's right to grow up within his or her own family.

The report found that many past governments had not recognised Indigenous parents' rights with regards to their children. Parents had limited rights of appeal against a decision to take their children. By continuing to approve the forcible removal of Indigenous children 'to another group', Australia was breaking its commitment to the UN Convention on the Prevention and Punishment of the Crime of Genocide.

The Convention, which Australia signed in 1949, defines the forcible removal of children 'to another group' as genocide (that is, the policy of destroying a group and its culture, sometimes by means of mass killing).

The report identified racism as the underlying motive for taking the children. Those who took children 'for their own good' assumed that their own families could not properly care for them or felt that they were saving them from sub-standard and impoverished living conditions. They believed that Indigenous culture had nothing worthwhile to offer when compared to European culture. Government bodies and welfare



organisations failed to consider that it might have been better to improve Indigenous people's poor living conditions rather than deprive their children of their own families and culture.

While it was not possible to make up for what had been lost by Indigenous families as a result of the forced removal of their children, the report recommended that the authorities that created the Stolen Generations — parliaments, police forces and church groups — should:

- formally apologise to the Stolen Generations
- help Indigenous people to reunite with their families and regain their cultural identities
- publicly recognise past injustices through education and a National Sorry Day
- establish a national compensation fund.

### RETROFILE

Institutions did not keep good records. Children taken at a young age had little knowledge of where they had come from and perhaps not even the names of their parents. Many members of the Stolen Generations never saw their parents again.

In 1980, Peter Read and Oomera Edwards established Link-Up (NSW), an organisation dedicated to tracing and reuniting 'children' with their families. It has now become a national network with Link-Up branches in every state.

## Government responses

In December 1997, the Commonwealth Government pledged \$63 million towards implementing HREOC's suggestions. It rejected HREOC's recommendation of a compensation fund.

The report's information and conclusions provoked widespread discussion of the experiences and injustices that the Stolen Generations suffered and of what Australia's governments should do in response to this. It focused people's attention on the issue of a national apology. Australia's state and territory parliaments all subsequently passed formal motions of apology to the 'stolen children'. In 1999, the Commonwealth Government, under Prime Minister John Howard, expressed 'regret' for past injustices but would not apologise.

It would take nine more years and a change of government before a formal apology would be made at a federal level.

### 4.9.3 Skill builder: Analysing political cartoons

As you know, political cartoonists provide an analysis, in picture form, of a current event or issue. To get their message across, they might use caricatures, place people in certain roles and/or use symbols. Political cartoonists often use irony by presenting words and images that say the opposite of the real meaning they want to get across. *Sydney Morning Herald* cartoonist Alan Moir used many of these techniques in the cartoon he created when Prime Minister John Howard was named the 1997 Father of the Year:

- the target is in the centre of the picture
- the head is quite large so the facial expression is easy to see
- the pupils in the eyes are small dots making the person look severe
- the exaggerated eyebrows make the person look even more severe and show that it is the Prime Minister
- the body language (pointing aggressively) also expresses a message
- there is minimal background, just a chair to show that the Prime Minister is in the comfort of his lounge room
- the children are shut out and apparently unwelcome
- there are few words and a simple message
- there is irony in the message on the door.

**SOURCE 2** Alan Moir's *Sydney Morning Herald* cartoon commenting on Prime Minister Howard being named 'Father of the Year'



1. Who are the people depicted in **SOURCE 2**?
2. To what does the sign on the door refer?
3. In what year do you think this cartoon was published? Give reasons for your answer.
4. What message does the cartoonist want to convey?

## 4.9 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. What was *reconciliation*?
2. Explain what HREOC is and its role in relation to the Stolen Generations.
3. List five conclusions from the *Bringing Them Home* report.

### Develop source skills

4. Analyse Geoff Pryor's message and purpose in **SOURCE 1**.

## 4.10 The Apology

### 4.10.1 Reluctance to apologise

HREOC's *Bringing Them Home* report led Australia's state and territory parliaments to vote in support of a motion of apology (see **Table 1**).

John Howard, the prime minister of the time, rejected the idea of making a formal apology saying that 'Australians of this generation should not be required to accept guilt and blame for past actions and policies over which they had no control'. He argued that practical measures of compensation — what he called **practical reconciliation** — were a more important means of addressing this 'most blemished chapter' in Australia's history. Over the next decade he continued in his refusal to make an apology in federal parliament.

**TABLE 1** Timeline of motions made for an apology to be issued to Indigenous Australian peoples

Date	Place	Apology proposed by
27 May 1997	Western Australian Legislative Assembly	Leader of the Opposition, Dr Geoff Gallop
28 May 1997	South Australian House of Assembly	Minister for Aboriginal Affairs, Dean Brown
17 June 1997	Australian Capital Territory Legislative Assembly	Chief Minister Kate Carnell
18 June 1997	New South Wales Legislative Assembly	Premier Bob Carr
13 August 1997	Tasmanian House of Assembly	Premier Tony Rundle
17 September 1997	Victorian Legislative Assembly	Premier Jeff Kennett
26 May 1999	Queensland Legislative Assembly	Premier Peter Beattie
24 October 2001	Northern Territory Legislative Assembly	Chief Minister Clare Martin

Ordinary Australians expressed their feelings by signing ‘Sorry’ books, recording their apologies electronically on a specially designated website and on 26 May 1998 participating in activities for the first National Sorry Day. Since then, 26 May has become the day when people acknowledge the hardships and injustices that the Stolen Generations experienced and seek to embark with them on a process of healing.

On 28 May 2000, over 250 000 people visibly showed their support for Indigenous Australians by joining in the Corroboree 2000 walk across Sydney Harbour Bridge.

The event served to underline the disappointment many people felt over the federal government’s failure to apologise to the Stolen Generations.

**SOURCE 1** Photograph showing the Corroboree 2000 walk across Sydney Harbour Bridge



### 4.10.2 The Apology, 13 February 2008

Labor Party leader Kevin Rudd became Prime Minister of Australia on 3 December 2007. At 9 am on 13 February 2008, the second sitting day of the new parliament, he delivered an apology to the Stolen Generations. Seventeen representatives of the Stolen Generations and four former prime ministers sat

listening to this within parliament. Media outlets broadcast the Apology live on television throughout Australia and on large outdoor screens at places such as Parliament House in Canberra, Martin Place in Sydney, Federation Square in Melbourne and the foreshore of the Swan River in Perth.

In March 2008, the Commonwealth Government announced its commitment to ‘closing the gap’ between Indigenous and non-Indigenous Australians with regard to health, life expectancy, levels of education and employment opportunities. This policy, along with the Apology, seemed to promise a turning point in the Commonwealth Government’s relationship with Indigenous Australians.

**SOURCE 2** Prime Minister Kevin Rudd’s apology to the Stolen Generations, 13 February 2008

I move:

That today we honour the Indigenous peoples of this land, the oldest continuing cultures in human history.  
We reflect on their past mistreatment.

We reflect in particular on the mistreatment of those who were Stolen Generations — this blemished chapter in our nation’s history.

The time has now come for the nation to turn a new page in Australia’s history by righting the wrongs of the past and so moving forward with confidence to the future.

We apologise for the laws and policies of successive Parliaments and governments that have inflicted profound grief, suffering and loss on these our fellow Australians.

We apologise especially for the removal of Aboriginal and Torres Strait Islander children from their families, their communities and their country.

For the pain, suffering and hurt of these Stolen Generations, their descendants and for their families left behind, we say sorry.

To the mothers and the fathers, the brothers and the sisters, for the breaking up of families and communities, we say sorry.

And for the indignity and degradation thus inflicted on a proud people and a proud culture, we say sorry.

We the Parliament of Australia respectfully request that this apology be received in the spirit in which it is offered as part of the healing of the nation.

For the future we take heart; resolving that this new page in the history of our great continent can now be written.

We today take this first step by acknowledging the past and laying claim to a future that embraces all Australians.

A future where this Parliament resolves that the injustices of the past must never, never happen again.

A future where we harness the determination of all Australians, Indigenous and non-Indigenous, to close the gap that lies between us in life expectancy, educational achievement and economic opportunity.

A future where we embrace the possibility of new solutions to enduring problems where old approaches have failed.

A future based on mutual respect, mutual resolve and mutual responsibility.

A future where all Australians, whatever their origins, are truly equal partners, with equal opportunities and with an equal stake in shaping the next chapter in the history of this great country, Australia.

## 4.10 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. How did Australia’s governments respond to demands for a national apology to the Stolen Generations in the decade after the *Bringing Them Home* report?
2. Explain Prime Minister Howard’s reasons for refusing to apologise to the Stolen Generations.
3. Explain the importance of the Commonwealth Government’s apology to the Stolen Generations.
4. Explain what the term ‘closing the gap’ refers to in relation to Indigenous Australians.



## Develop source skills

5. Refer to **SOURCE 2** to answer the following questions.
- (a) Identify the term Prime Minister Rudd used to describe the period of the Stolen Generations.
  - (b) List five specific things for which he apologises.
  - (c) On whose behalf is he speaking and who is his audience?
  - (d) Describe his purpose in making this speech.

## learnon ONLINE ONLY



Complete this digital doc: Worksheet 4.10 Understanding a historical debate (doc-23157)

# 4.11 Securing civil rights and freedoms

## 4.11.1 From 2007: the Intervention

Since the 1960s, Indigenous Australians have made progress towards gaining freedoms and having people and governments recognise their rights. People now frequently discuss and evaluate the extent to which these rights and freedoms are recognised.

Despite this, in the early twenty-first century, Indigenous Australians continue to face discrimination and lack of opportunity with less education, lower incomes, higher unemployment and poorer health and living conditions than the average Australian.

**SOURCE 1** Photo showing Darlington Public School students Craig McKenzie, Katherine Niki and Zandi Chivizhe at a function organised by the Indigenous Literacy Foundation in August 2011



On 15 June 2007, the Northern Territory government released the *Ampe akelyernemane meke mekarl* or *Little Children are Sacred* report. It resulted from an inquiry into the sexual abuse of children within remote

Aboriginal communities and the violence and alcoholism associated with this. The report described the problem as one ‘of urgent national significance’ and recommended ‘genuine consultation with Aboriginal people’ as the method for ensuring lasting change.

In August 2007, Prime Minister Howard and Indigenous Affairs Minister Mal Brough announced the government’s intention to intervene with a ‘reform package’ called the Northern Territory Emergency Response (NTER). The aim of this intervention policy was to protect children threatened by violence and abuse. However, some of the methods that the government used to do this were problematic, including legislation that enabled it to:

- decrease Aboriginal people’s control over their lands
- control how people spent welfare payments
- ban alcohol and pornography in specific communities
- increase the number of police and police stations in the targeted area
- send in 600 soldiers to help with communications, building work and transport.

New laws also defined these changes as ‘special provisions’ that would *not* have to comply with the *Racial Discrimination Act*’s ban on discrimination. The strategy affected 50 000 Indigenous people and initially addressed only two of the report’s 97 recommendations.

Aboriginal leaders welcomed action to prevent violence and abuse in their communities but were divided over the government’s methods. Critics such as Marion Scrymgour, Lowitja O’Donohue and Patrick Dodson denounced the government for failing to discuss and develop solutions from within the communities themselves. They said imposing solutions from outside was a return to the protectionism of the past.

The Rudd and Gillard governments continued the intervention policy but in late 2010 ended its exemption from the *Racial Discrimination Act*. A UN report said the intervention was racially discriminatory and denied Aboriginal people their human rights. A number of Labor and Liberal politicians and also Aboriginal activists defended the intervention on the basis that it was protecting children. Critics said that there was no hard evidence that the intervention was working. In early 2012, the government replaced it with the Stronger Futures Policy.

**SOURCE 2** An extract from human rights barrister Dr Sarah Pritchard’s comments on the laws enacted as part of the NTER

... key provisions may contravene the fundamental human rights of Aboriginal people in the Northern Territory, and offend Australia’s international human rights obligations. Of particular concern, from a human rights perspective, is the lack of consultation with the communities concerned, and the haste with which the legislation was prepared, and enacted. A number of the central components of the legislation raise issues in terms of individual civil and political rights, compounded by the racially discriminatory singling out of declared relevant Northern Territory areas for particular treatment. The legislation contains elements which are neither necessary nor justifiable as measures to address undoubtedly extremely serious problems of child sexual abuse highlighted in the June 2007 report of the Board of Inquiry into the Protection of Aboriginal Children from Sexual Abuse, ‘Little Children are Sacred’ ...

Perhaps the most discriminatory aspect of the ‘Emergency Response’ legislation are the provisions which suggest a land reform agenda unrelated to the protection of children from those who abuse them ...

From Sarah Pritchard 2007 ‘The Northern Territory National Emergency Response Legislation’,  
*Proceedings of the seminar at the Human Rights and Equal Opportunity Commission* on 17 September 2007.

### 4.11.2 The 2007 UN Declaration

On 13 September 2007, members of the UN General Assembly voted on whether or not to adopt the Declaration on the Rights of Indigenous Peoples (UNDRIP). The Declaration formally established international minimum standards for protecting indigenous peoples’ rights and for their treatment in

accordance with these rights. It prohibited discrimination and supported indigenous peoples' rights 'to pursue their own visions of economic and social development'. The UN adopted the Declaration with a vote of 143 nations in favour, 11 abstentions and four nations, including Australia, voting against it. After nearly 25 years of discussions and disagreements about the wording of the declaration, this was a big achievement for the world's 370 million indigenous peoples.

**SOURCE 3** An extract from Dr Megan Davis's article 'Australia is not an island'. Dr Davis is a Professor of Law and the Director of the Indigenous Law Centre at the University of New South Wales.

... The Declaration ... recognises in international law, Indigenous peoples' inherent rights ... The Declaration ... is ... a non-binding human rights instrument ... This means that it ... cannot elevate customary law or any other Indigenous right over domestic law ... The Declaration emphasises consultation as the guiding principle between states and Indigenous peoples ...

The Declaration emphasises that fostering a sense of ownership over solutions will result in real and beneficial outcomes for Aboriginal communities.

The need for this aspirational Declaration is augmented by the Coalition and Labor's starkly different approaches to Indigenous rights: one party establishes a land rights regime, the other winds it back; one establishes ATSIC, the other abolishes it; one establishes a native title claims process, the other claws it back.

This highlights the insecurity of Indigenous peoples' status in Australia, a liberal democracy dominated by party politics, without any entrenched human rights protection or guarantee of non-discrimination. Australia's rights wasteland and unfinished business between the state and its Indigenous peoples simply means that Indigenous policy will always be inextricably linked to the goodwill of the governing political party of the day ...

From Megan Davis, 'Australia is not an island', *On Line Opinion*, 3 October 2007.

As mentioned, Australia was one of four UN members that initially voted against accepting the Declaration. The Coalition government of the time did not like the parts of the Declaration related to:

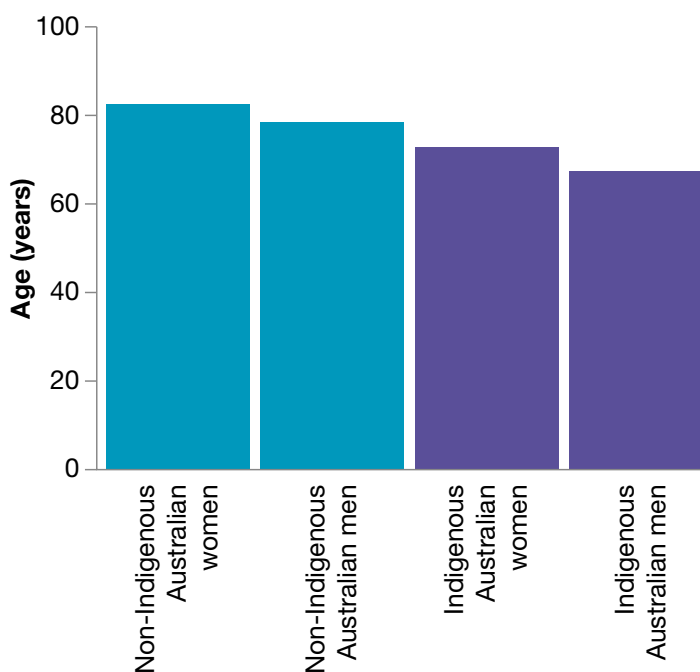
- self-determination
- upholding customary law
- land rights
- intellectual and cultural property rights.

Two years later, the Rudd Labor government gave its official support to the Declaration.

### 4.11.3 Closing the gap

Today, there are over 560 000 Indigenous Australians, around six per cent of whom are Torres Strait Islanders. To date, there is still a significant gap between their health, education, living standards and work opportunities and those of non-Indigenous Australians.

**SOURCE 4** Graph showing the life expectancy for Indigenous and non-Indigenous Australians in 2007. Figures are from the Australian Bureau of Statistics (ABS).



**SOURCE 5** Table comparing unemployment rates, levels of education and economic resources for Indigenous and non-Indigenous Australians. Figures are from the ABS.

	Indigenous		Non-Indigenous
	2002	2008	2008
Unemployment rate	23%	17%	5%
15–24-year-olds who left school at Year 9 or below	—	23%	4%
15–64-year-olds who have completed Year 12	17%	20%	58%
25–64-year-olds who have completed a Bachelor's degree	7%	7%	26%
Households that ran out of money for basic living expenses	44%	28%	—
Households that could raise \$2000 within a week for an emergency	54%	46%	85%

#### 4.11.4 Skill builder: Developing good research skills

Asking good questions provides the framework for good research. Easy or straightforward questions (such as the 'w' questions) ask us to recall or find basic information. More challenging questions help us develop our thinking skills and create more sophisticated responses by asking us to 'discuss', 'explain', 'analyse', 'compare' or 'evaluate'. In 1956, Benjamin Bloom made us aware of this by classifying the different thinking levels from the lowest to the highest (see **SOURCE 6**). You can use this to think more about the questions you ask and answer.

Educational psychologists led by Bloom's student Lorin Anderson have since revised Bloom's Taxonomy to take into consideration the learning needs of the twenty-first century. The revised version (RBT) effectively reverses the order of the top two categories, emphasising the creation of new ideas as the highest level of thinking. To emphasise the type of thinking at each level, it uses verbs — remembering, understanding, applying, analysing, evaluating and creating — rather than nouns to label the categories. Both the original and the RBT are powerful tools for devising questions.

**SOURCE 6** Table summarising Bloom's Taxonomy, which classifies levels of thinking from lowest to highest

Level of thinking	Explanation	Question types
Knowledge	<ul style="list-style-type: none"> <li>of dates, events, names, information</li> <li>recall of information</li> </ul>	define, describe, identify, list, name, tell ...
Understanding	<ul style="list-style-type: none"> <li>of information</li> <li>of meaning</li> <li>ability to organise information</li> <li>ability to interpret and reorganise information</li> <li>ability to use knowledge to predict what happened next</li> </ul>	discuss, interpret, predict, summarise ...
Application	<ul style="list-style-type: none"> <li>of information, concepts, ideas in new situations</li> <li>use of knowledge and understanding to solve problems</li> </ul>	apply, change, demonstrate, illustrate, modify, solve...
Analysis	<ul style="list-style-type: none"> <li>identifying parts and patterns</li> <li>organisation of parts</li> <li>ability to detect alternative meanings</li> </ul>	analyse, arrange, compare, explain, infer, select ...
Synthesis	<ul style="list-style-type: none"> <li>using information to create generalisations and new ideas</li> <li>using information to draw conclusions</li> </ul>	combine, create, design, formulate, integrate, predict, rewrite... 'what if ...' questions
Evaluation	<ul style="list-style-type: none"> <li>judgement of the value of arguments, evidence, ideas, individuals</li> <li>use of argument to make choices</li> </ul>	assess, compare, conclude, judge, rank ...

1. Devise one question for each of Bloom's levels of thinking. Your questions should all be about Indigenous peoples' rights and freedoms in Australia today.
2. Use the internet to find and record a visual representation of the RBT.



## 4.11 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. Identify the areas in which Indigenous Australians are still disadvantaged within Australian society.

### Develop source skills

2. Refer to **SOURCE 2** to help you answer the following questions.
  - (a) Identify the main topic of the source.
  - (b) Describe the writer's viewpoint towards this topic.
  - (c) What evidence does she provide in support of her viewpoint?
3. Refer to **SOURCE 3** to help you answer the following questions.
  - (a) Explain what the author views as the benefits of the Declaration.
  - (b) What is the meaning of the words 'non-binding' and 'aspirational' in the context of this source?
  - (c) Explain the meaning of the last five lines of the source.
4. Copy the following table. Complete the table by providing a tick for 'yes', a cross for 'no' or 'U' for 'unsure' to register your answer to the information indicated about each source. Compare and discuss your answers in groups of two or three.

The source:	Source 4	Source 5
• provides information about change over time.		
• allows comparison of two groups.		
• provides information relevant to its caption.		
• provides information that could be used as evidence.		
• has gaps in information.		
• identifies the origin of the information provided.		
• is reliable.		
• is useful.		

5. Use the two sources and your completed table to assess the usefulness and reliability of **SOURCES 4** and **5** for someone investigating the situation of Indigenous Australians in the early twenty-first century.

myWorldHistoryAtlas

Deepen and check your understanding of the topic with the following resources and auto-marked questions:

➤ Indigenous rights

## 4.12 Research project: Take the Freedom Ride

### 4.12.1 Scenario and task

In 1965 a group of people, mainly students from the University of Sydney, took part in a 2300 km bus ride through New South Wales (NSW) to highlight the plight of Indigenous people and the discrimination they suffered. The participants wanted to create awareness in the Australian population of the practice of racial segregation experienced in country areas of NSW. The Freedom Riders also hoped to promote the campaign for a referendum to ensure discrimination against Indigenous people was removed from the Australian Constitution. The group was called Student Action for Aborigines (SAFA) and their

leader was Charles Perkins. One of the people on this trip was Ann Curthoys, who wrote a diary about the places they visited and what happened there. Nowadays we generally wouldn't use a school exercise book to record our travels. We would instead put our ideas and experiences online by writing a blog or using a social networking site like Facebook. In this way we could let everyone know what was happening immediately, and we could encourage support for the Freedom Ride at the next town.

Your task is to write four blog entries as if you were taking part in the Freedom Ride through NSW in the summer of 1965. You want to let people know what is happening and encourage people to support you as you travel in the bus with other students. Imagine yourself on the Freedom Ride either as an Indigenous or a non-Indigenous man or woman, and be sure to detail:

- the reason for the Freedom Ride
- the towns you visit (one blog entry for each town). Note: One of the towns must be either Walgett or Moree.
- the reactions of people when you visit those towns (search for newspaper reports on the internet)
- what you want people who read your blog to do to help you
- what you hope to achieve.

It is important that you display an understanding of the event and the reasons for the Freedom Ride and place it in the context of the campaign for change and the 1967 referendum. You should also

research and mention the part played by Charles Perkins in the Freedom Ride. A sample blog entry is provided for you in the Resources tab of your learnON title.



### 4.12.2 Process

- Access your learnON title to watch the introductory video. You will write your blog entries individually, but you can first form a group with other members of your class to share your research.
- Use the topics below as a framework for your research. .
  - Why did the Freedom Ride trip begin?
  - What did the Freedom Riders hope to achieve?
  - What did the Freedom Riders do?
  - What were the reactions of the townspeople to their visits?
- To help you discover extra information, you should find at least three sources other than the content in topic 4. As you research, be sure to compile a bibliography of the sources you have used to find your information. The weblinks in the Resources tab will help you get started.
- When your research is complete, set up a new blog on your favourite blogging website.
- Write your four blog entries, one for each town you have visited (including Walgett or Moree). Remember, you are writing in character and as if you were really there, so write in first person to make the blog personal. You should also express your feelings about the events that have taken place in the town, along with all of the facts. Make sure each blog entry is a minimum of 200 words. You can include pictures and other relevant visual material you may find during your research.
- When you have finished your blog posts, review them carefully and make any final adjustments. Remember to check your spelling and grammar.
- Submit your research notes and bibliography to your teacher, along with the link to your completed blog.

## 4.13 Review

### 4.13.1 Review

#### KEY TERMS

**assimilation** a policy that forces people to conform to the attitudes, customs and beliefs of the majority of the population

**Black Panthers** a militant political party whose members patrolled black communities to protect their residents from abuses of police power

**Black Power** a movement promoting African Americans' control of their own political and cultural organisations with the goals of promoting pride in their race and achieving equality

**boycott** a form of protest that punishes people by imposing a ban or refusing to have contact with them or their businesses

**census** official count of the population, carried out every five years in Australia

**civil disobedience** a campaign refusing to obey laws that are considered unjust

**civil rights** the political and social rights and freedoms that anyone in a given society is entitled to as a member of that society

**Civil Rights Movement** a program of protest and civil disobedience undertaken by African Americans and their supporters in the 1950s and 1960s to overcome racist policies that denied them their civil rights

**compensation** payment made for loss or suffering; the task of making up for some misfortune or wrongdoing

**Crown land** a term to describe land that the state owns and the government administers. It is land owned by the public and not by private companies or individuals.

**customary law** law, passed down by word of mouth, that applies within different Indigenous communities. It has strong links to religious beliefs and evolves according to the community's changing needs.

**desegregate** to remove segregation of public places and organisations

**Dreaming** the time of the creation of the Earth, living things and the beginning of knowledge, from which emerged the laws, values and symbols important to Aboriginal society

**Economic and Social Council (ECOSOC)** the organ that coordinates the UN's work on social and economic issues, including encouraging respect for human rights and freedoms

**embassy** the headquarters of those who represent their nation within a foreign country

**General Assembly** the main discussion and policymaking organ of the UN and the one in which all its members are represented

**human rights** the rights to which people are entitled as human beings

**indigenous** the term for a country's 'first peoples'. The federal government defines an Indigenous Australian as 'a person of Aboriginal or Torres Strait Islander descent who identifies as an Aboriginal person or Torres Strait Islander and is accepted as such by the community with which the person associates'.

**international law** agreements, conventions, customs, treaties, procedures and rules that govern relations among those nations that agree to support them

**invasion** moving into someone else's land with the intention of taking control of the land and its resources

**Jim Crow laws** laws that enforced segregation between whites and blacks in transport and public facilities and even outlawed marriage between the two racial groups

**Ku Klux Klan** an organisation whose members engaged in campaigns of terror and intimidation against African Americans and their supporters

**mandate** command or order from a superior power, or area of responsibility

**native title** legal recognition of the existence of Indigenous people's law and land ownership before 1788

**practical reconciliation** policy focused on Indigenous people gaining equality in health, education and living standards but not linked to understanding past injustices or accepting any responsibility for them

**protection** a government policy from c.1869 to 1937 that segregated Aboriginal people from Australian society and became the means of controlling their lives

**ratify** to confirm an agreement made by someone representing the government  
**reconciliation** policy of recognising past injustices towards Indigenous Australians and fostering understanding of how past events, policies and attitudes have shaped Indigenous and non-Indigenous relationships  
**referendum** a vote in which the people are asked whether they agree to a proposed law, change to a law or a change to Australia's Constitution  
**sacred sites** sites that are important to the spiritual or cultural beliefs of an Indigenous group  
**segregation** the policy of separating racial groups so that whites could retain power over African Americans  
**self-determination** a group or people's right to exercise independent control of their own destiny and development  
**settlement** the process of people occupying land where they intend to establish a community  
**SNCC** Student Non-Violent Coordinating Committee, established in response to the success of the sit-ins  
**tenure** the possession of something, in this case land  
**terra nullius** latin term meaning 'the land of no-one'. According to eighteenth-century law, a land that had no owner could be lawfully taken over by the people of another land.  
**ward of the state** someone whose legal guardian is the state, the court or a public welfare agency

## 4.13 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### learnON ONLINE ONLY

- 4.13 Activity 1: Check your understanding
  - 4.13 Activity 2: Practise your historical skills
  - 4.13 Activity 3: Multiple choice quiz
- Go online to access additional end of topic resources such as interactivities and printable worksheets.

## Practise your historical skills

### Comprehension: chronology, terms and concepts

- Create a timeline sequencing the main events of the Freedom Rides in the United States and the Freedom Ride in Australia.
- Write a brief explanation of the links between the two campaigns.
- Match each term in the left-hand column with its definition from the right-hand column and then create a short paragraph using all ten terms.

Term	Definition
(a) Indigenous Australians	(i) Land that has no owner
(b) State ward	(ii) Policy that segregated Indigenous people from white society
(c) Human rights	(iii) Descendants of Australia's first inhabitants
(d) Discrimination	(iv) Land ownership based on traditional laws
(e) Terra nullius	(v) Places of spiritual and cultural importance to an Indigenous group
(f) Native title	(vi) People's rights as human beings
(g) Sacred sites	(vii) Occupying someone else's land to control its human and natural resources
(h) Protection	(viii) Control over one's own life
(i) Self-determination	(ix) Someone whose legal guardian is the state
(j) Invasion	(x) Treating people differently according to their sex, race or culture

- Identify similarities and differences between the methods used in the Civil Rights Movement and those used by Australia's civil rights activists.



## Analysis and use of sources

5. Explain the context within which HREOC produced its 1997 *Bringing Them Home* report and how this helps us understand the different perspectives from which people responded to it.
6. Use **SOURCE 1** to respond to the following questions.
  - (a) Describe the scene depicted in the cartoon.
  - (b) Identify the origin of the cartoon.
  - (c) What do you think was the cartoonist's message?
  - (d) What kind of situation might have provided the context for this cartoon?
7. Select three ICT sources that deal with the 1961 Freedom Rides. Copy and, where possible, complete the table below to help you judge the usefulness and reliability of the sources.

Evaluate the reliability and usefulness of one of these sources for your study of this topic.

**SOURCE 1** Peter Steiner's cartoon 'On the Internet, nobody knows you're a dog', from the magazine *The New Yorker*, 5 July 1993



"On the Internet, nobody knows you're a dog."

URL	Domain name	Author/ Publisher	Author's purpose/ expertise	Contact	Date

## Perspectives and interpretations

8. It is only over the last 30 years that Australian history has really begun to include the past experiences of Indigenous Australians. This has led to debate about what Australian history should be about. Historian Geoffrey Blainey labelled one side of this the 'black armband' view of history (focusing on the negative features of Australia's past) and the other side the 'three cheers' view (focusing on the benefits that came to Australia from 1788 onwards). Identify and analyse the perspective of the author of **SOURCE 2** in relation to this debate.

**SOURCE 2** A response to the 'black armband' debate

The teaching of secondary history is about 'inclusiveness'. The story of the past is a rich and complex tapestry made up of a myriad of individual threads and stories. The more of these threads our students see, the fuller their understanding of the picture. Teachers around Victoria do cover the institutionalised genocide that occurred in Tasmania, not to make students feel guilty but because even the painful parts of the story have their value. The dark threads serve to fill the gaps, provide the background and the contrast which makes the brighter moments even more eye catching.

All threads in the tapestry of the past are of value ... The splashes of blood red massacres are as necessary as the crimson thread of kinship which wends its way through much of the last two hundred years.

The suggestion that we should leave out certain parts of the human story because they are painful I would reject out of hand. We would never suggest that German children should not be taught about the Nazis or that the Japanese should ignore their wars of aggression, or their treatment of prisoners of war. It would be inconsistent (if not hypocritical) to consider our own past so selectively. It would also be a great disservice to future generations of Australians. We remember, not to feel guilty or glorify the past,

but to provide an insight into the nature of our own humanity ... If we neglect our history we condemn ourselves to remaining forever an immature country condemned to a Peter Pan world of pre-pubescent adolescence.

John Cantwell, 'A School Perspective to the Black Armband Debate',  
in *Agora*, vol. 2, no. 2, 1997, pp. 18–19.

9. Explain the difference in interpretation between a description of the British arrival in Australia as an 'invasion' and a description of it as 'settlement'.

### Empathetic understanding

10. Explain why Indigenous Australians would be reluctant to allow governments to impose or control initiatives to address problems within their communities.

### Research

11. Develop three questions requiring historical argument that are related to the subject matter of this topic. Use Bloom's classification (subtopic 4.11) to help you with this.
12. Create the sub-questions that would help you answer one of the questions you wrote for question 4.
13. If this textbook was your only source of information, what change(s) might you need to make to your main question to ensure you could answer it adequately?
14. Create a bibliography listing 5–10 sources you could use to research your main question for which you wrote sub-questions in question 12. Give each source a grade from A to E on the basis of the relevance of the information it provides for your topic.
15. What questions would you ask to acquire a:
- (a) basic
  - (b) sophisticated
- understanding of the Stronger Futures Policy?

### Explanation and communication

16. Use a range of sources to respond to the following:
- 'Assess the extent to which Indigenous Australians have achieved rights and freedoms in the period from 1945 to the present'. Your response should:
- provide a clear statement of your main argument
  - be organised around approximately five key points that help explain your viewpoint
  - use your information as evidence to support your viewpoint
  - identify other viewpoints and clarify why you do not support them
  - identify the range of sources from which you have developed your argument.
17. Debate the statement: 'The end justifies the means in relation to the Northern Territory intervention'.
18. Design a poster about one of the following Indigenous activists.
- Burnum Burnum
  - Charles 'Chicka' Dixon
  - Patrick Dodson
  - Michael 'Mick' Dodson
  - Marcia Langton
  - Warren Mundine
  - Lowitja O'Donoghue
  - Noel Pearson
- Your poster should include a picture and brief autobiography of the person and provide two opinions about them from other people.

# TOPIC 5a

## Popular culture

### 5a.1 Overview

Numerous **videos** and **interactivities** are embedded just where you need them, at the point of learning, in your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). They will help you to learn the content and concepts covered in this topic

#### LEARNING OUTCOMES

In this topic students will investigate:

- The nature of popular culture in Australia at the end of World War II, including music, film and sport **5a.2**
- Developments in popular culture in post-war Australia and their impact on society, including the introduction of television and rock'n'roll **5a.3, 5a.4, 5a.5**
- The changing nature of the music, film and television industry in Australia during the post-war period, including the influence of overseas developments (such as Hollywood, Bollywood and the animation film industry in China and Japan) **5a.4, 5a.5**
- Australia's contribution to international popular culture (music, film, television, sport) **5a.6, 5a.7** Continuity and change in beliefs and values that have influenced the Australian way of life **5a.8**

#### 5a.1.1 Introduction

The idea of popular culture refers to the way of life, ideas and activities that are the mainstream of a given society. Heavily influenced by mass media such as radio, television and the internet, popular culture is ever-evolving.

In the twenty-first century, Australians can be almost instantly linked to events that happen anywhere. A clip on YouTube can be seen by thousands around the world in a matter of hours. Mobile phones provide the ability to communicate virtually anywhere, at any time, with anyone. But at the start of the twentieth century, it was totally different. There was no radio or television and very few people had access to a telephone. In 1950, a computer with far less capacity than a modern laptop would fill a whole room. It was not until the late 1990s that the internet began to take off, and there was no Google before 1997.

Developments in technology have created a more global society, particularly among Western cultures. In the twenty-first century, popular culture crosses borders and oceans, with trends readily transferred from one place to another. In this topic we will explore the development of popular culture in Australia from the post-war era through to the present day. We will examine how technology and influences from overseas have helped shape our popular culture and also look at the influence that we have had on the world.

**learnon** ONLINE ONLY



Watch this eLesson: Popular culture (eles-2622)

**SOURCE 1** A photograph of popular performer Lonnie Lee on the ABC's Six O'Clock Rock in 1959



### Starter questions

1. Consider the ways your life would have been different without the technological advances that came to Australian homes after World War II. Make a list of the things you would miss, and the things that it might be less stressful to live without, giving a reason for each.
2. In what ways are your experiences of the world while growing up in Australia different from those of your parents? How will you explain your teenage years to your children?
3. Explain what factors (social, cultural, environmental or political) around the 1950s and 60s (in Australia and in other places) might have contributed to Australia becoming so 'sporty', when other nations did not.

## 5a.2 Popular culture at the end of World War II

### 5a.2.1 Entertainment in the early twentieth century

Until the 1930s, people generally created their own entertainment in their homes. Reading, playing card games or having a sing-along around the piano were common pastimes. Some well-off families might have had a gramophone — an early recorded music player — and been able to listen to classical or popular music of the day. At weekends people might watch their local football team, without having to pay. Many would go to the horse races or play sport themselves. Then, as now, sports such as cricket, rugby and Australian Rules football were hugely popular and played a key role in Australian social life. Other organised entertainments included ice-skating on indoor ice rinks, rollerskating, and community dances with music provided by a live band.

By 1945, two new technologies, developed in the late 1920s and early 1930s, had become very popular means of entertainment: radio and the 'talking' movie.



## 5a.2.2 Radio

Australia's first radio broadcast stations began transmitting in 1924, just a couple of years after those in the United States and Britain.

By the late 1930s, almost every Australian home in cities and towns had a radio. Radio played an important role in people's lives. It created a new sense of community as people all over the country could tune in to the same programs at the same time. It even helped in developing a common Australian accent.

Radio broadcasts were particularly important during World War II. As well as keeping the population informed about the progress of the war, it also helped to keep up the spirits of those whose loved ones were away at war. Some radio programs were broadcast to soldiers overseas and taped messages from soldiers were played in Australia.

The main programs transmitted included dramas, music, news and quiz shows. The day would start with news bulletins. During the day there would be music and serials aimed at housewives. In the afternoon, children would listen to serials specially designed for them and at night there would be radio dramas, talent programs and quiz shows.

### Radio serials

Most of the major feature series on commercial radio had a single commercial sponsor. Sponsors set up their own production companies to take full control of how the shows were presented and how their products were featured.

Australia's most popular early radio serial was *Dad and Dave*. It was based on Steele Rudd's stories of simple farmers trying to make a living, *On Our Selection*.

*Dad and Dave* was broadcast four times a week — from 1937 to 1953 — a total of 2276 episodes. It has been estimated that up to 90 per cent of those who had radios listened to the evening performances.

The show was sponsored by the chewing-gum manufacturer Wrigley, an American company that had set up a factory in Australia. Many Australians considered chewing gum to be 'a dirty American habit'. By associating itself with a classic Australian story, Wrigley was trying to promote chewing gum and make it acceptable to Australians.

**SOURCE 1** A 1940s-style radio



**SOURCE 2** A photograph of *Dad and Dave* performers and the scriptwriter in a radio studio, holding their scripts



### RETROFILE

Perhaps the most famous of all Australian radio serials was *Blue Hills*, which was broadcast on ABC Radio in the middle of the day as a 15-minute segment of the *Country Hour*. It dealt with the ups and downs of the Gordon family in the fictional country town of Tanimbla. It ran from February 1949 to September 1976 for a total of 5795 episodes and at one time was the world's longest running radio serial. It was one of the few radio programs to continue long after the introduction of television, partly because it was some time before television reached country towns and country people still relied on the radio for entertainment.

## Soap operas

The major sponsors of radio dramas in Australia, as in the United States, were soap companies and this is where the term ‘soap opera’ came from. In Australia the two competing soap companies were the British company Lever and Kitchen, which had a soap-making factory in Australia from 1895, and the US-owned Colgate-Palmolive company, which had an Australian branch from the early 1920s.

One of Lever and Kitchen’s products was Lux soap, which became a very popular product in the United States, largely due to its endorsement by film stars of the time. In March 1939, the Lux Radio Theatre began transmission. The show was broadcast across Australia at 8 pm on Sunday nights, a peak listening time. It had already run for five years in the United States and the early shows in Australia were recordings from the United States.

**SOURCE 3** A transcript of the advertiser’s promotion at the start of Lux Radio Theatre. This was read live and placed between the introductory music and announcement, and the play itself.

Imagine if you were called up tomorrow to be tested for a part in an Australian film. How would your complexion look in the romantic close-up? As flawless as a film star’s? Bring out the film star beauty in your skin. Start your daily active lather facials with pure white Lux toilet soap right away.

Lux toilet soap is a pure soap. It’s a white soap, and it stands to reason that in a white soap, any impurity will show. Well, Lux toilet soap is always, always consistently white. That shows it’s pure. The world’s most beautiful film stars all agree that it’s the beauty care that really works. Tests by leading skin specialists back their statements. They’ve proved that three out of four complexions grow lovelier in a very short time, with daily Lux toilet soap care.

From *The Golden Years of Australian Commercial Radio*, p. 89.

## Quiz shows

Quiz shows were also very popular with the Australian audience. One show sponsored first by Colgate-Palmolive (and later by British Petroleum) was the quiz program *Pick a Box* hosted by Bob Dyer (1909–84). Quiz winners could choose between a cash prize and a mystery prize that could be worth more or less than the money offered. The show began on radio in 1948, and then moved to television in 1957 where it continued until 1971.

**SOURCE 4** Photograph of Bob Dyer, host of *Pick a Box*, and his wife, Dolly, who co-hosted the show with him



## Popular music

In addition to serials, news and quiz shows, the radio also provided listeners with access to popular music. In Australia in the mid 1940s, strong influences from the United States were already evident in the popular music of the day. Swing, jazz and big band styles were popular, as were smooth, laid-back ‘crooners’ such as Bing Crosby, and harmony groups such as The Andrews Sisters, whose jump-blues number *The Boogie Woogie Bugle Boy of Company B* was a huge hit in the early 1940s. The Andrews Sisters’ style would later influence modern-day artists such as Christina Aguilera, whose song *Candyman* was inspired by *Boogie Woogie Bugle Boy*.

### 5a.2.3 The movies

In the early days of silent movies, Australia had a strong film industry. In the 1890s, the Salvation Army set up a film unit and in 1900 told the stories of the early Christian martyrs in *Soldiers of the Cross*, a multimedia presentation that had fifteen 90-second film clips and hand-coloured slides accompanied by a 20-piece orchestra and a small choir, with a narration by Herbert Booth. The unit was also commissioned to produce films for others, such as a 35-minute film commissioned by the New South Wales government to record the events celebrating Australia becoming a federation in 1901.

In 1906, just 26 years after Ned Kelly had been hanged, a film unit in Victoria produced *The Story of Ned Kelly*. This ran for 40 minutes and is considered to be the first feature film in the world.

#### RETROFILE

In 1948, the screening of horror films was banned in Australia. It was not until 1968 that the ban was lifted.

### The talkies

There had been many experiments in adding sound to films. In 1929 Warner Bros released the movie *The Jazz Singer*, starring Al Jolson. Although only sections of the film had sound, it proved the popularity of the medium.

It was not long before all films began to have a soundtrack included on the film. It was expensive to set up sound studios, and for this and other reasons, the Australian film industry found it hard to compete with imported product from the UK and the US. It is estimated that over 90 per cent of the movies shown in Australian cinemas in the 1920s were American-made. The industry continued to develop throughout the 1930s and 1940s, and during the war provided an important source of information through the production of weekly newsreels. American films, however, were now a well-established part of the Australian cinema experience. American movie stars, such as Humphrey Bogart, Gregory Peck, Lana Turner and Rita Hayworth, became household names and their influence in areas such as hairstyles and fashion began to be felt.

### 5a.2.4 Fashion

During World War II, because of the need to make military uniforms, clothing material for women was limited. Dresses had square shoulders and knee-length narrow skirts. Simply styled, form-fitting suits were a common feature of women's wardrobes. However, with the end of the war, this began to change.

For Australians in the late 1940s, France was the centre of fashion and from 1946 to 1949 the *Women's Weekly* magazine held annual French Fashion Parades. In what was called the 'New Look', clothing styles became what were considered far more feminine — with sloping shoulders, very narrow waists and long spreading skirts. Christian Dior, a leading French designer, gave permission for his designs to be presented at the 1948 Autumn/Winter Collection at David Jones in Sydney.

**SOURCE 5** A wartime couple on a Sydney Street c.1944



## 5a.2 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. Name two important contributions the introduction of radio made to developing an Australian identity.
2. (a) Name three companies that sponsored Australian radio programs.  
(b) In what countries did each of these companies have their parent company?
3. Through what media was Australia experiencing overseas influence at the end of World War II?

### Develop source skills

4. Refer to **SOURCE 2**. What advantages did the presentation of the radio play have for both the writer and the producer?
5. Refer to **SOURCE 3**. List the ways in which the promotion tried to persuade women to buy Lux soap.
6. Refer to **SOURCE 5** and answer the following questions.
  - (a) What features of the woman's dress indicate that this photograph was taken early in the 1940s?
  - (b) Why was it necessary to dress like this during the war?

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Complete this digital doc: Worksheet 5a.2 Before and after (doc-23160)

## 5a.3 Changes in the post-war period

### 5a.3.1 Beginnings of change

By the end of 1945, World War II had come to an end with the defeat of Germany and Japan. However, the period 1950 to 1970 was dominated by a new threat. It was a period of political rivalry between the United States and the Soviet Union — seen as a struggle between capitalism and communism.

Because there was no direct military attack it was known as the Cold War, but each country had a stockpile of nuclear weapons — enough for each country to wipe out the other. The most direct threat of nuclear war came in October 1962 when the Soviet Union began installing missile launchers in Cuba, an island just south of the United States. After nearly two weeks of tension and uncertainty, the issue was resolved without major incident.

There had been American influences on Australia before World War II, but this became more direct during the war as thousands of US soldiers passed through the major cities on their way to and from the Pacific.

There were also similarities in the development of the two countries after the war. Most European countries had suffered the effects of military invasion, but this did not happen to Australia or the United States. Both countries accepted a large number of refugees from European states that had been affected by war. Also, as soldiers returned home and began establishing families, the economies of both countries began to grow. This post-war 'boom' period brought a continual rise in living standards. In Australia, only half the population owned a home in 1947 but by 1961 this had increased to 70 per cent.

### The baby boom

People who lived through the Great Depression of the early 1930s were hesitant about having large families. Then from 1939 to 1945 a large number of men were away fighting or held as prisoners of war overseas. When many of these men returned home in 1945, they married and had families. In Australia, this led to an increase in the number of children born, which continued into the 1950s and 1960s with the post-war migration of young couples to Australia.



**SOURCE 1** The percentage of the population in each age group from 1955 to 1975, with a comparison to 2012

Age group (years)	1955	1960	1965	1970	1975	2012
0–9	21.0	20.6	20.3	19.3	18.1	12.7
10–19	14.7	17.0	18.3	18.3	18.2	12.5
20–29	14.0	12.7	13.6	15.7	16.7	14.6
30–39	14.9	13.8	12.8	12.1	12.4	13.8
40–49	13.1	12.7	12.6	12.5	11.2	14.0
50–59	9.8	9.7	10.2	9.9	10.0	12.7
60 and over	8.5	12.3	12.3	12.2	12.9	19.6

Data extracted and summarised from ABS 2008, *Australian Historical Population Statistics*, table 4.1, cat. no. 3105.0.65.001.

## Expanding suburbia

To cope with the rapid increase in population, houses were built further out from the existing centres and new suburbs occupied what had once been farms. There was little public transport, and having a car for transport seemed almost essential. Thus, another feature of the post-war boom was a rapid rise in car ownership.

City shops were a long distance away from these new suburbs, and to replace these city shops the self-contained shopping mall was introduced. The first of these was in the Brisbane suburb of Chermside, which was opened in May 1957. It covered 11 000 square metres and had parking for 650 cars. A shopping centre was opened in Sydney at Top Ryde in November of the same year. The first shopping mall in Victoria was the Chadstone Shopping Centre, which was built and owned by the Myer Emporium. This was opened in October 1960 and was the largest in Australia until the Roselands Shopping Centre in south-western Sydney was opened in June 1964.

**SOURCE 2** A photograph of the Chadstone Shopping Centre c.1960



## 5a.3.2 The rise of a youth culture and a youth market

### Increasing leisure time

In the years before World War II there was little leisure time for most young people. Most left school between the ages of 12 and 15 and worked long hours in factories, offices or on farms. Their main entertainment was sporting events on Saturday afternoons or dances on Saturday night.

In the post-war years, in both the workplace and at home, machines began to replace manual labour. As society became more complex and **blue-collar jobs** were being replaced by **white-collar jobs**, a longer period of education became important. Until the early 1960s, most children in Australian schools did not stay at school beyond what is now Year 9. After primary school, the majority of boys and girls went to junior secondary schools. Here, as well as being taught basic maths, English, science and social studies, boys did courses in woodwork and metalwork and basic accountancy (book-keeping), while girls did courses in domestic science and secretarial work such as typing and shorthand. Only a few students went on to full high schools, where they completed an exam before going on to university.

In most states during the 1960s, all secondary schools became comprehensive high schools, with a three- or four-year course leading to the school certificate and then another two-year course before sitting for exams for university entrance. Increasingly, more students stayed on to Year 12 and went on to university.

### Increasing prosperity

Young people, particularly in the United States and Australia, lived in the most prosperous period the world had known up to then. Britain, France and Italy, which had experienced the effects of war directly, took longer to recover but were also becoming wealthier by the mid 1960s. Young people were staying longer at school, having food and accommodation provided by their parents and often receiving pocket money that they supplemented with part-time work. For the music, fashion and entertainment industries, here was a new market ready to be exploited.

**SOURCE 3** Twin sisters celebrate their 20th birthday on New Years Eve, 1962.



## 5a.3 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. What was seen by Australians as the main external threat:
  - (a) from 1943 to 1945
  - (b) from 1950 to the late 1960s?
2. Name two factors resulting in a low number of children being born between 1930 and 1945.
3. What does the word 'boom' refer to in the term *baby boomers*?
4. What were two factors in the post-war period that led to teenagers being seen as a marketing opportunity?
5. How old is the baby-boomer generation now?
6. Use the text and **SOURCE 1** to answer these questions.
  - (a) What are two reasons for the population of the '60 years and over' generation in 2012 being larger than that of 1955?
  - (b) What change has there been in the proportion of those under 10 years between 1955 and 2012? What effect may this have on society?

## Perspectives and interpretations

7. (a) In what ways were young people's experiences of the world while growing up quite different from those of their parents?  
(b) How might this explain their different attitudes to life?

## Research and communicate

8. Gather images to show the main changes in portable music systems from the 1960s to today and research what technology made each of these changes possible.

## Develop source skills

9. Refer to **SOURCE 1** and answer the following questions.
  - (a) In which year or years was the proportion of each of the following age groups at its highest?
    - (i) 0–9 years old
    - (ii) 10–19 years old
    - (iii) 20–29 years old
    - (iv) 60 years and over
  - (b) In each case:
    - (i) explain why this occurred
    - (ii) describe the effects this might have on society in general and on government services.
10. Refer to **SOURCE 3** and answer the following questions.
  - (a) When were these sisters born? Would they be considered baby boomers? Why or why not?
  - (b) Compare the hair styles and clothing with later images in this topic. What differences do you notice?

# 5a.4 Influences from the US and Britain

## 5a.4.1 American influence

In the United States, rock'n'roll music was one of the key ways in which teenagers distinguished themselves from their parents' generation. It had its origins in the strong pulsing rhythms of African music. In the 1930s and 1940s it became blended with gospel and more classical influences such as blues and jazz, but this music style still appealed more to an adult audience than to younger people.

Two significant events marked the explosion of rock'n'roll into the popular adolescent market:

- In the 1955 movie *Blackboard Jungle* — about an idealistic young teacher confronting rebellious boys in a tough city school — the opening song was *Rock Around the Clock*. It was recorded by Bill Haley, who had brought together country and rock'n'roll influences.
- In 1956 Elvis Presley recorded his first major hit — *Heartbreak Hotel*. Elvis brought together a strong gospel influence from southern churches combined with the country and blues influence of Memphis. He was, in effect, a white man singing black music and brought a style of black music into the mainstream.

By the early 1960s, the rougher edges of rock'n'roll had been tamed in order to reach a wider audience, and music became more 'pop' than 'rock.' However, three movements can be identified.

### Motown

Elvis Presley had made black music acceptable and there was a resurgence of black music with a strong rhythm and blues influence. The outstanding example of a label promoting black music was the Detroit-based Motown Company, which became the largest

**SOURCE 1** A photograph from 1968 showing the Supremes meeting the Queen Mother in London after the Royal Variety Performance



black-owned corporation in the United States. Detroit had a large African American population who had fled the segregation in the south and found work in the motor industry. (This was where the name Motown came from.) Some of its key artists were the Supremes, Marvin Gaye and Stevie Wonder. It was a time in which African Americans were encouraged to take pride in their ancestry and songs such as Otis Redding's *Respect* and Nina Simone's *Young, Gifted and Black* reflected this.

### The 'protest' songs

A famous protest singer in the 1930s was Woody Guthrie, whose song *This Land is Your Land* carried the message that all people deserved an equal share in the wealth of the country. As a student, Bob Dylan became interested in this music and, at the age of 20, he gave up college and moved to New York where he made his name as a folk singer/songwriter with his second album *The Freewheelin' Bob Dylan*, released in 1963.

Two songs on the album became particularly significant. *Blowin' in the Wind* was a song about the desire for social change to create a society in which all people were truly equal, while *A Hard Rain's a-Gonna Fall*, with implied references to a nuclear annihilation, resonated with a society wary of nuclear warfare, particularly after the stand-off between the Soviet Union and the United States in the **Cuban missile crisis** of October 1962.

Other singers in the American folk scene included Joan Baez and the group Peter, Paul and Mary. This music was particularly popular among university students, as it expressed in song many of the changing attitudes and desires for a different world held by much of this new generation of young adults.

**SOURCE 2** Photograph of Joan Baez and Bob Dylan performing at the Civil Rights March on Washington in 1963



### Surf music

Surfing was a very popular activity in California and a particular style of music developed to accompany it. At first this was just instrumental, but the highly successful band The Beach Boys incorporated lyrics that included surfing slang and favourite surfing locations. In 1963, American surfing songs such as *Pipeline*, *Wipeout* and The Beach Boys' hit *Surfin' USA* were all high in the music charts — not just in the United States but also in Australia, where the influence of American pop culture was growing in strength.

**SOURCE 3** The Beach Boys performing in California in 1964





In 1957, American entertainer Bill Haley came to Australia to perform his hit song *Rock Around the Clock*. His warm-up act was Australian band Johnny O’Keefe and the Dee Jays. In 1958, Johnny O’Keefe’s recording of *The Wild One* gave him the first Australian single to appear on the rock’n’roll charts. ‘The Wild One’ became the nickname that stayed with him for the rest of his life.

Television came to Australia in 1956 and by 1960 there were two popular music shows on television. The first, starting in 1958, was *Bandstand* on Channel 9, which was hosted by New Zealand-born Brian Henderson. The following year, the ABC introduced *Six O’Clock Rock*, which was based on a BBC show, *6.5 Special*. Johnny O’Keefe began as a performer on *Six O’Clock Rock* and then became its compere. By the early 1960s, Johnny O’Keefe was rock’n’roll in Australia.

As well as rock’n’roll, both the folk and surfing movements had a great influence on the paths taken by Australian popular music, and created two Australian superstars of the sixties: the Seekers and Little Pattie.

**SOURCE 4** Johnny O’Keefe and the Dee Jays, Australia’s first professional rock band, performing in Brisbane in 1959



**SOURCE 5** Journalist George Negus describes the early history of rock music on Australian television.

Well, around the same time that Rosalie was in front of the cameras making *Jedda*, rock’n’roll arrived on the Australian television scene, and pretty quickly, the two formed a deep and lasting relationship. By the late ‘50s, we had two national TV rock shows — *Bandstand* with its family approach, and the ABC’s *Six O’Clock Rock*, directed largely at the teen audience that tended to walk a little more on the wild side, you could say. Indeed, it was hosted by the legendary ‘Wild One’ himself, J.O’K.

From *George Negus Tonight*, television program, ABC Television, 17 November 2003.

## 5a.4.2 Folk music and The Seekers

Australia had its own folk-based group who performed in a style similar to the US group Peter, Paul and Mary: The Seekers. In the mid 1960s, world sales of their singles rivalled those of the Beatles and the Rolling Stones. The male members of the group — Athol Guy, Keith Potger and Bruce Woodley — went to school together in Melbourne in the mid 1950s and later formed their own bands. In the early 1960s they joined forces to form The Seekers, and at the end of 1962 they enlisted the vocally gifted Judith Durham as their lead singer.

The band produced its first album in 1963 and the following year travelled to London, where they found huge success. Over the next few years, The Seekers had a string of chart-topping hits and toured internationally, performing to large audiences in the United Kingdom, Europe and the United States.

**SOURCE 6** Photograph of The Seekers at the height of their popularity



The Seekers returned to Australia for a very popular concert tour — the crowd at their Melbourne performance in 1967 was in excess of 200 000 people! Highlighting their tremendous popularity and international achievements, in 1967 the group was named Australian of the Year — the first popular music group to gain this honour. Following Judith Durham's decision to pursue a solo career The Seekers disbanded in July 1968, but have performed together from time to time in the years since. In 1995, the band was inducted into the Australian Record Industry Association's Hall of Fame, in recognition of their significant contribution to the music industry in Australia and beyond.

**SOURCE 7** A description of The Seekers

If there hadn't been the Seekers some shrewd manager would have invented them. One cuddly girl-next-door type (complete with nose-crinkling smile) and three sober cats who looked like bank tellers. They came from Australia [in 1964], singing nice harmonies for their supper on a boat bound for England. The English squares liked them immediately because they represented something they could understand and feel secure with. As for the rest, well, it was a good clean sound and the tunes were catchy.

Their sound was, for lack of a better name, pop-folk with the strong and vibrant voice of Judith Durham giving it definition and added distinction. They didn't really click in America until 'Georgy Girl' (done for the film in 1966), which went on to become a White Rock radio commercial. After that there was success wherever you looked: back in Australia, where they visited in triumph, in England, with TV show after TV show, and in America. But by the summer of 1968, inexplicably, they were tired of it all. Their last hit in England was 'The Carnival Is Over', and it was.'

Extract from E. Nahe [ed.comp], *Lillian Roxon's Rock Encyclopedia*, Workaman Publishing/Grosset and Dunlap, New York, 1969.

### 5a.4.3 Surfing music and Little Pattie

Surfing has played a large role in Australian self-image, and locally produced surf music had a large following in the 1960s. In 1963 a Sydney group, The Atlantics, reached number one in the music charts with an instrumental called *Bombora*.

It was at the end of 1963 that a 14-year-old school girl, Pattie Amphlett, had a hit with a surfing song called *He's My Blonde-headed Stompie Wompie Real Gone Surfer Boy*. The single went to number two on the charts and was second only to the Beatles *I Want to Hold Your Hand*. In the following two years, 'Little Pattie' dominated the record awards as a female vocalist.

In August 1966 Little Pattie went to Vietnam with an older group, Col Joye and the Joy Boys. On 14 August they were performing at the Australian base on Nui Dat just before the battle of Long Tan took place. This was the largest single engagement in the Vietnam War, with 18 Australians killed and 24 wounded. In **Source 8**, Pattie discusses her experiences in Vietnam.

**SOURCE 8** Pattie Amphlett (pictured with Col Joye in the late 1960s) reflects on her experiences in Vietnam after the battle of Long Tan.



And it was obvious, though, that we had a job to do. We had to put a smile on the faces of the wounded. And, so, we were saying to each other in that great Aussie way of geeing each other up, 'Are you OK?' 'Yep, I'm OK.' 'Are you OK?' 'Yep, I'm OK.' 'Righto, in we go.' And into the hospital we went and suddenly it was horrible. White sheets, red blood, injured people, crying. I hadn't experienced that before and I was sent to help out in that situation. I quickly realised what I needed to do and that was to smile and Col [Joye] and I sang some songs and lightened the atmosphere and we continued to do that whilst we were in Vietnam. But, yeah, it was a bit hard. And there's no doubt it had a profound effect on me and I guess because I was so young and I took it all in and I observed so much, and, you know, it's one of the best things I've ever done, with all the things I hated about it, it was a wonderful experience.

PETER THOMPSON: So, how was it one of the best things you've ever done?

LITTLE PATTIE: Well, I needed to grow up in a hurry, I think. I'd been protected quite a lot about the world. I lived a very protected life, even though I was in the music business. And I was sheltered somewhat. There I was in a war. It's really hard to explain what you see and feel but it's very different, it's frightening, it's wonderful, it's exciting and it's horrible. And to deal with that, as I said, with no counselling or no real preparation, you know, you sink or swim.

From *Talking Heads*, television program, ABC Television, 12 February 2007.

### 5a.4.4 Hippies

The hippie movement began as a movement among young Americans in the mid 1960s. In 1966, San Francisco became the focus of the hippie movement as thousands of young people moved to the Haight-Ashbury region of the city, where cheap accommodation was available in large apartments. Hippies rejected the conservative and middle-class values of their parents and their emphasis on material goods. Some of the features of the hippie movement were:

- opposition to nuclear weapons and the Vietnam War
- embracing certain aspects of eastern religions such as Hinduism and Buddhism
- a simplicity in living in what was seen as a more 'natural' way
- sexual liberation.

For some it also included involvement with drugs such as marijuana and the mind-altering drug LSD.

Another key feature of hippie ideology was the belief in peace, love and a non-violent society. Hippies staged anti-Vietnam War protests during which they offered flowers to police and other authority figures and onlookers. The term 'flower power' was used to describe this approach and became the unofficial slogan of the hippie movement.



The 1967 song *San Francisco* summed it up: 'If you're going to San Francisco, be sure to wear some flowers in your hair. If you're going to San Francisco, you're gonna meet some gentle people there.'

The most famous of the hippies' celebrations was the Woodstock Music and Art Fair held in August 1969 about 120 km north of New York. More than 30 popular music artists performed over a three-day period to a crowd that was estimated at over 400 000 people. Despite attendees having to camp in wet, muddy, overcrowded conditions with virtually no facilities, the festival was largely incident-free, and a testament to the peaceful hippie philosophy.

### 5a.4.5 The hippie movement in Australia

By the mid 1960s, television sets had become more affordable and ownership was increasing rapidly. The presence of television meant that overseas influences arrived more quickly in Australia, and this was true of the hippie movement as well.

One of the first public demonstrations of hippie ideas was the musical *Hair*. This musical — with its anti-war, anti-establishment and New Age ideas, and a brief nude scene — had already been a great success in America. The Broadway production of 1968 ran for over four years, with 1742 performances.

The Australian production of *Hair* was first staged in Sydney in June 1969. The title referred to the general practice of hippies, male and female, to let their hair grow long as a symbol of being unconventional. The Australian producer, Jim Sharman, described it as 'an absolute response to the Vietnam War [but] inside that was a kind of curiously conservative and rather Christian parable of the kind of Christ-like Claude representing an entire generation who are being sacrificed to a war that at the very least was highly questionable'.

Although it created a great deal of controversy at the time, the show was permitted to be staged uncensored. It proved highly successful, running for nearly two years in Sydney before touring the rest of the country.

**SOURCE 9** A description in *Time* magazine, 7 July 1967, of the 'Hippies' code'

Do your own thing, wherever you have to do it and whenever you want. Drop out. Leave society as you have known it. Leave it utterly. Blow the mind of every straight person you can reach. Turn them on, if not to drugs then to beauty, love, honesty, fun ...

**SOURCE 10** A poster advertising the Woodstock music festival, 1969





**SOURCE 11** Photograph from a performance of the musical *Hair* in Vienna in 1969



In January 1970, Australia had its first rock festival. This was held on the Australia Day weekend on a farm at Ourimbah, near Gosford, New South Wales. By the second day of the festival the crowd had reached 10000. The response to the event was generally positive. The Sydney *Sun* reported, 'For once the hippies lived up to their reputation for gentleness', and a psychiatrist in charge of the first-aid post commented, 'Obviously all this is an expression of dissatisfaction with our society, and of yearning to return to the tribal group'.

### 5a.4.6 British influence

By the early 1960s, Britain had recovered from the destruction of the war and had become a centre of both fashion and music. London took over from Paris and Milan as the fashion capital of the world. One of the leading British fashion designers was Mary Quant (1934–). She tailored clothes with higher hemlines in a style that expressed the greater sense of freedom of the post-war generation of young women. Named after her favourite car, the Mini Minor, Quant's 'mini skirt' became a worldwide fashion sensation. A mini skirt

caused quite a stir in Australia when top fashion model Jean Shrimpton wore a dress with a hemline that was 10 centimetres above her knees to the Derby Day races in Melbourne in 1965. This was considered by many people to be inappropriate attire (see subtopic 5a.10).

A hugely significant British musical influence came out of the industrial city of Liverpool on the north-western coast of England. Three Liverpool teenagers, John Lennon, Paul McCartney and George Harrison, had been playing music together in various groups since 1957 (their ages ranged from 15 to 17 at that time). In 1960, they adopted the name The Beatles. In 1962, Ringo Starr replaced the original drummer and, in May 1963, The Beatles had their first number one hit, *From Me to You*. On the basis of this, the band's manager, Brian Epstein, decided to try to break into the American market, something that no other British group had been able to do. It turned out to be an extraordinary success — the musical influence of The Beatles continues to this day.

**SOURCE 12** An attempt to explain the Beatles success in the United States

It is impossible to find any one reason why America fell so quickly to the Beatles. Certainly they were fresh and different ... Their hair was outrageously long for the times, and their exaggerated Scouse accents won hardened press hearts. They were witty, dominating press conferences with clever off-the-cuff remarks. The timing of the visit was also fortunate. The Beatles arrived at the end of a winter of mourning over the loss of President John F. Kennedy. The Beatles could never be a Kennedy substitute in political terms, but they seem to have been in emotional terms. The excitement of Beatlemania heralded the end of mourning and the start of a new era. The Beatles found themselves the focus of all the dreams and hopes that Kennedy had inspired.

Above everything was the music. It was a simple fact that the Beatles wrote great pop songs. In 1964 they produced consecutive number ones with *Can't Buy Me Love*, *A Hard Day's Night* and *I Feel Fine*.

From Bernie Howitt, *Rock Through History*, Longman Cheshire, Melbourne, 1989.

British influence in the key areas of music and fashion spread throughout much of the world, and Australia was no exception. Young Australians, keen to be at the heart of the cultural change that was happening, flocked to Britain to join in the fun and freedom of the 'swinging sixties'. Jenny Kee was among them.

Born to Chinese and Italian parents in Sydney in 1947, as a teenager Jenny started out as a fashion model. She headed to London in 1965 and soon became involved in the fashion scene. This included working at Biba, one of the first stores to sell fashion at a price that was affordable to the average working girl. She returned to Sydney in 1973 and, drawing on her British experience, set up her own store, Flamingo Park, in the Strand Arcade.

**SOURCE 13** Extract from an interview with Australian fashion designer Jenny Kee

Australia was a very, very bland place in the early sixties and we were young people crying out for change ...

I had the good fortune of meeting the Beatles and I knew it was happening in London and it certainly wasn't happening in Australia and that beat me a path to London and I arrived there in 1965.

...you know like London was happening and there was just so much innovation over there ...

Jenny cites meeting the Beatles as the impetus for her move to London. The Beatles' visit to Australia seemed like a life-changing event for many young people at the time — in 1964, Australia, like America, was well and truly in the grip of 'Beatlemania'.



## The Beatles in Australia

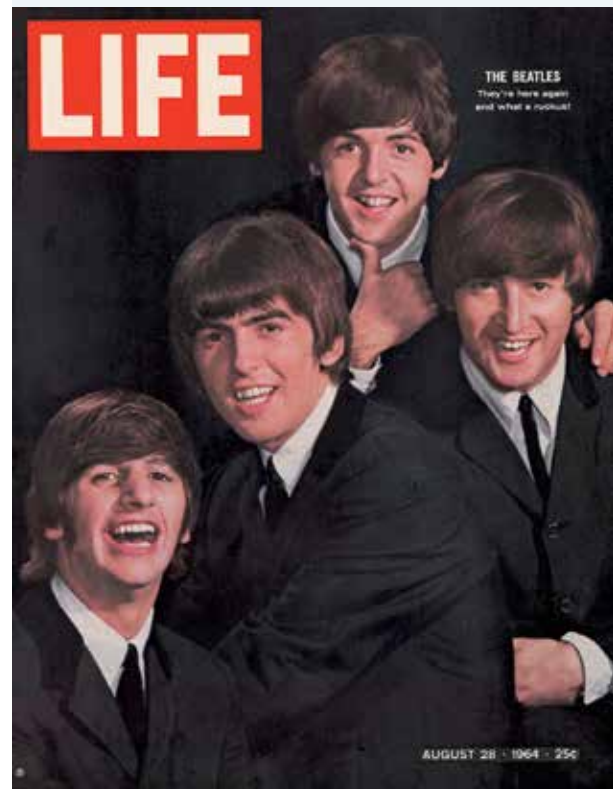
The Beatles' tour of Australia in June 1964 — just a few months after the American and European tours — was possible only because a deal had been made in England in July 1963 before the band had become famous. At that time it was agreed that the band would tour for only \$2000 a week.

The tour was a hectic one. In just three weeks the band performed 32 concerts in eight different cities: Adelaide, Melbourne, Sydney and Brisbane in Australia and Wellington, Auckland, Dunedin and Christchurch in New Zealand. Wherever the Beatles went, there were crowds not seen before in Australia. In Adelaide it was estimated that there was a crowd of 300 000, which at that time was one-third of Adelaide's population. The band performed in Sydney in a boxing stadium at Rushcutters Bay, which at the time was the only venue big enough to host major shows.

For the next three years the Beatles had a series of hits, and at one stage they held the first five places on the American charts. They also toured extensively. However, the pressure of public attention and the fact that the music could not be heard over the screaming of the audience resulted in the band deciding in 1966 to no longer perform in public.

In the last years of the 1960s, the band members began to follow different paths and they recorded their last album *Abbey Road* in 1969 and disbanded in 1970, to the utter dismay of their millions of fans across the globe.

**SOURCE 14** The Beatles featured on the cover of *Life* magazine on 28 August 1964.



**SOURCE 15** A photograph of part of the huge crowd of fans who lined the streets in Melbourne in 1964 trying to catch a glimpse of the 'Fab Four'



**SOURCE 16** A woman recalls the Beatles' visit to Melbourne in June 1964.

The day The Beatles arrived in Melbourne was chaos — crowds at the airport and later outside the Melbourne Town Hall, where they appeared on the balcony. They were given a reception and the keys to the city. Streets were absolutely jammed tight with screaming girls, and every vantage point was taken to view them on the Town Hall balcony. I would have loved to have taken a 'sickie' off work but couldn't.

The Southern Cross Hotel, where The Beatles were staying, was only around the corner from my work and I planned to nip around there in my lunch-hour to see them and nip back to work. Ha Ha, little did I know! Nobody at work would change lunch-hours and I was devastated when I couldn't get away, I almost cried all afternoon. But the next day when I read the newspaper, I realised what a terrible crush there had been at the hotel, police to control crowds, streets jammed, I would never have got out! The CBD of Melbourne was brought to a halt by The Beatles and Beatlemania had hit Melbourne in a big way.

That night my sister and I saw their concert at the Stadium (Festival Hall) ... I really wasn't impressed; they had no stage presence in my opinion, and certainly no rapport with the audience, no chat, jokes, nothing. Very dour. They played, mumbled a few words, and went off. Everything was completely drowned out by the incessant screaming of all the girls, it was horrible. We came out with a headache. That was my close encounter with the legendary Beatles — and I just wasn't all that impressed! I only wish I'd kept the program and tickets; they would be worth a lot now!

Extract from Living Memory website, [www.seniors.gov.au](http://www.seniors.gov.au).

## 5a.4 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. What were the two musical influences Elvis brought together in his music?
2. Why did Detroit have such a large African American population?
3. There were many categories of popular music in the 1960s. What type of music was associated with each of the following?
  - (a) Peter, Paul and Mary
  - (b) Bill Haley
  - (c) The Beach Boys
  - (d) Stevie Wonder
4.
  - (a) Make a list of the things that hippies wanted.
  - (b) Make a similar list of things that the hippies would reject.
5. Which US city was seen as the centre of hippie culture?
6. For each of the events listed below, name the year in which it occurred.
  - (a) The Seekers are named Australian of the Year.
  - (b) Bill Haley performs in Australia.
  - (c) *Six O'Clock Rock* begins on the ABC.
  - (d) The Ourimbah Rock Festival is held.
  - (e) Television commences screening in Australia.
  - (f) *Bandstand* begins on television.
  - (g) Jenny Kee opens Flamingo Park.
  - (h) The first Seekers album is released.
  - (i) The musical *Hair* is staged in Sydney.

### Research and communicate

7. The poster in **SOURCE 10** calls the Woodstock festival an 'Aquarian Exposition'. Research the connection between the 'Age of Aquarius' and the hippie movement.
8. Popular music today takes many different forms. Choose one type of music, describe its special features and research one group who plays or played it.
9. Collect a series of images of Jenny Kee's designs and write about the possible influences on these.



## Develop source skills

10. Who were the Supremes (see **SOURCE 1**) and from which US city did the band come?
11. What evidence does **SOURCE 1** provide to show that the British monarchy was itself affected by changes in the 1960s?
12. Refer to **SOURCE 3** and answer the following questions.
  - (a) How does the band's dress compare with a typical rock group today?
  - (b) What similarities does it still have with the typical rock group?
  - (c) Why would this music have been particularly popular on the east coast of Australia?
13. Refer to **SOURCE 4**. Although the dress of Johnny O'Keefe and his band seems conservative in comparison to a modern rock group, in what ways were their clothing and the style of their performance still unconventional?
14. Refer to **SOURCE 5** and answer the following questions.
  - (a) Comparing *Bandstand* and *Six O'Clock Rock*, what does George Negus define as:
    - (i) the different audiences they catered for
    - (ii) the different types of music they played?
  - (c) How are these differences indicated in the different titles for the two shows?
  - (d) Why do you think rock'n'roll and television have had a 'lasting relationship'?
15. Identify aspects of Lillian Roxon's description of The Seekers in **SOURCE 7** that are supported by the photo in **SOURCE 6**.
16. Outline the reasons given for the popularity of The Seekers.
17. Refer to **SOURCE 8** and answer the following questions.
  - (a) How old was Pattie Amphlett when she went to Vietnam?
  - (b) What did she think she gained from the experience?
18. Several features of the hippie movement are listed in the text.
  - (a) Find examples of each of these in **SOURCES 9** and **10**.
19. One of the most popular songs from the musical, *Hair* was *Age of Aquarius*. What connection does this have with Woodstock (see **SOURCE 10**)?
  - (a) What other aspects of the hippie movement are shown in these sources?
20. From a study of **SOURCE 11** and the text, what connections can be made between *Hair* and the hippie movement?
21. According to **SOURCE 12**, what personal characteristics of the Beatles appealed to the Americans?
22. President Kennedy had been assassinated in November 1963 (**SOURCE 12**).
  - (a) Why had this assassination had such an effect on the American people?
  - (b) What did the Beatles offer in return?
23. Refer to **SOURCE 16** and answer the following questions.
  - (a) What evidence is there that this woman was initially affected by what was called 'Beatlemania'?
  - (b) Why was she eventually unimpressed by the actual concert?

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Complete this digital doc: Worksheet 5a.4 Messages in music — write an essay (doc-23161)

## 5a.5 The impact of television and communication technologies

### 5a.5.1 Changing technologies

Popular culture depends on a medium that can create and bring together a mass audience. In the early twentieth century, this was the newspaper. From the 1920s to the 1950s, cinema, radio and mass circulation magazines also played an important role.

But it was the introduction of television that would play the most significant role in the development of popular culture in the post-war period. Although television had existed in the United States and Britain before World War II, it was not until after the war that its popularity took off. Television transmission in Australia commenced in 1956 and, with improvements in reception and affordability in the following years,

television ownership increased throughout the 1960s. Much of the early programming came from the United States and, in this way, American influence found its way into Australian homes in a way that previously had not been possible.

During the 1960s and 1970s there were further important developments in television. The outside broadcasting truck made possible the direct transmission of news and sporting events, and the increasing use of satellite transmission in the second half of the 1960s meant that events anywhere around the world could be seen immediately in Australian homes. On 20 July 1969, Australian schools and businesses stopped to watch a live telecast of the Apollo 11 landing on the Moon. Colour television was introduced in 1975 and within three years more than half of the households in Sydney and Melbourne had a colour television set.

As in Britain and the United States, developments in television had wide-ranging effects on many aspects of popular culture in Australia, including radio, music, cinema and sport.

**SOURCE 1** Photograph of a family watching television in the late 1950s



### 5a.5.2 Effect on radio

The introduction of television had a profound impact on radio. Where families had once gathered around the radio for their evening entertainment, this role was gradually taken over by television. Previously popular radio formats such as quizzes were adapted for this new medium and live variety programs and dramas were also popular. The introduction of outside broadcasting vans meant that sporting events could also be shown live on television. Many people thought that radio might not survive, but by adapting to suit different audiences, radio has continued to remain an important social medium.

Commercial FM radio was introduced in 1980. This enabled programs to be transmitted in stereo, producing a quality of sound far superior to that of the older AM radio format. The new FM radio stations focused on presenting music — generally choosing a particular target audience. Some stations focused on the teen and young adult market, playing pop and contemporary rock music. Others looked to an older audience, playing ‘classic rock’ from the 1960s and 1970s (and later the 1980s and 1990s) — music from the time when their intended audience was young. Other stations presented classical music programs. Stations such as the ABC’s Triple J have focused on presenting less mainstream music, championing independent and Australian musical artists.

The AM stations, on the other hand, have tended to focus on discussion and news-based programming. The ABC, for instance, added a new station that broadcast Federal Parliament when it was in session and continuous news at other times. Some commercial AM stations focused on the talkback format, in which listeners could phone in with their comments. Commercial talkback radio has tended to be popular with an older, more conservative audience, and has often played on fears about issues such as law and order, and migration.

## SOURCE 2 Comments of a social historian about talkback radio

While talkback can harness disaffection, racism and xenophobia, it can also entertain, provide information and provide a sense of belonging. When Canberra talkback caller 'Sylvia from Turner' died in a house fire in 2003, fellow listeners described their grief, one caller explaining: 'Truthfully, I was a ridiculous blubbing mess, and I didn't even know her.'

The host was crucial to successful talkback, and they were increasingly required to exhibit strong opinions to generate reaction. An extreme case of this was Ron Casey, who was suspended from his talkback position in 1987 when he advised a woman who complained her husband had been excluded from a CES job creation program to see a plastic surgeon to have his eyes made 'slopey, slopey, one-uppy, one-downy'. Successful talkback hosts tended to be male, middle-aged, highly opinionated and (usually) conservative, and presented themselves as aware of 'ordinary' people's concerns but simultaneously influential with those in power.

One of the main accusations levelled at the talkback format is that it fuelled racist or xenophobic sentiment, exemplified by the role played by talkback host Alan Jones in amplifying the anti-Muslim feeling that erupted into the **Cronulla riots** in 2005.

From Michelle Arrow 2009, *Friday on our minds: Popular culture in Australia since 1945*, University of New South Wales Press, p. 175.

### 5a.5.3 Effect on sport

The introduction of television and the ability to present live broadcasts of sporting events began a process of enormous change in Australian and international sport.

Colour television was particularly suited to sporting coverage. It added to the spectacle of sport, and sports adapted their dress and rules to the new medium. Cricketers traditionally played in white uniforms and a match would cover four innings over five days. With the introduction of World Series Cricket, Head of Channel 9 Kerry Packer brought in changes to make the game more attractive for television viewers. Opposing teams were dressed in bright colours, and limited-over one-day and day-night matches were introduced.

Since the 1980s, sports such as rugby league and Australian Rules football have followed similar paths — they needed to produce a product to sell to commercial television companies, and use this in turn to attract money from commercial sponsors. The three television networks were now national organisations and the sports saw the need to expand their supporter base to appeal to a national audience.

Rugby league first expanded, with the addition of Canberra and Illawarra to the competition in 1982, followed by Brisbane, Newcastle and the Gold Coast in 1988, and Perth and Auckland in 1995. In 1998, it underwent an organisational transformation to become the National Rugby League (NRL), which saw the introduction of a Melbourne team to the competition — an important step in increasing the national support base of the sport.

In Australian Rules football, the South Melbourne club relocated to New South Wales to become the Sydney Swans in 1982. The West Coast Eagles and Brisbane Bears (later to become the Brisbane Lions, after their merger with Fitzroy) were added to the competition in 1987. In 1990, the Victorian Football League (VFL) changed its name to the Australian Football League (AFL), reflecting its move to become a national competition. With the inclusion of teams from South Australia (Adelaide Crows in 1991, Port Adelaide Power in 1997), and second teams from Western Australia (Fremantle in 1995), Queensland (Gold Coast Suns in 2011) and New South Wales (Greater Western Sydney in 2012), the AFL has established a strong national support base and, similarly to rugby league and cricket, has changed enormously as a result of the role of television in Australian life.

Sport has been good business for the television stations. Sports programming has been a cost-effective way of meeting local content quota requirements, and has also attracted advertisers keen to promote their products to the large audiences that sports programs draw.

The link between television and sport also helped cigarette companies. When restrictions were placed on advertising cigarettes because of the health concerns associated with smoking, they used the sponsorship of sport to promote their brand name: Winfield promoted rugby league and Benson and Hedges promoted cricket. This has now been banned.

**SOURCE 3** Picture of Rugby League scoreboard featuring cigarette sponsorship



### 5a.5.4 Later changes in technology

New technologies that appeared in the early 1980s have revolutionised the ways we are entertained and the ways in which we communicate. The video cassette recorder (VCR) arrived in Australia in 1979 and by the mid 1980s became affordable enough for most families to be able to purchase one. By 1990, almost 70 per cent of homes had a VCR. The VCR was also a boon for migrant communities as they could hire and watch movies in their own languages. Once recorders became affordable, people could record television programs and watch them at a time that suited them. They could also hire and watch tapes of recent movies on their own television. The proliferation of the VCR led to a significant drop in cinema attendance in the mid 1980s, prompting a range of measures by cinema operators to try to lure audiences back. These included the introduction of multiplex cinemas with multiple screens to allow the screening of more movies with more session times, surround sound and larger screens. In recent years, cinemas have introduced other features such as the 'premium movie experience', including recliner lounge seating and meals and drinks service during the movie.

#### Early digital technology

However, the biggest impact in the last 30 years has been caused by digital technologies. With the development of the silicon integrated circuit microchip, the size of computers was able to be reduced dramatically. Whereas computers would once have filled entire rooms, they could now be made to fit on a desktop. As a result, the early 1980s saw the first widespread introduction of personal computers into businesses and then homes, with the Apple IIe and the Commodore 64. Both of these had a random access memory (RAM) of only 64 kilobytes.

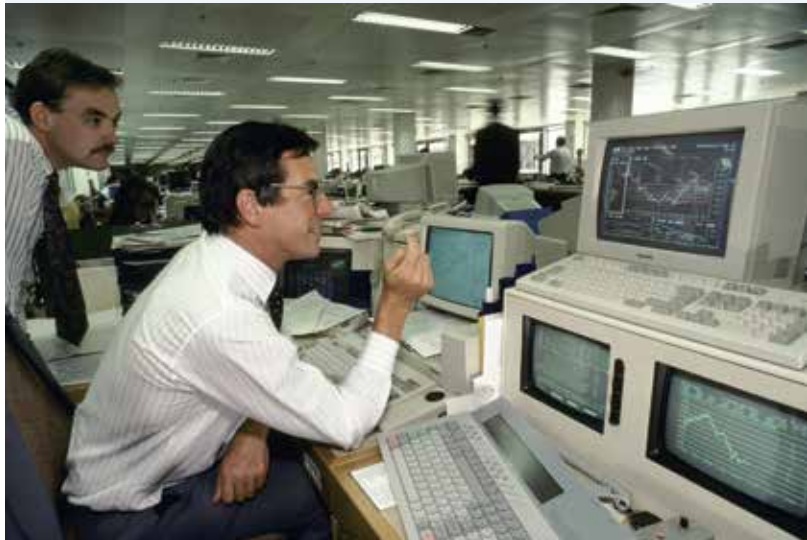
The first compact discs (CDs) were produced in 1982. On a CD the music was recorded digitally and this meant that, unlike cassette tapes and vinyl records, exact copies could be made without any deterioration in the sound.

A primitive internet was born when, in 1984, a few American universities linked their computers with modems and telephone lines. However, because people were working with many different computer systems, a common language — called a protocol — had to be devised if all computers were to be able to communicate with each other. Many people contributed to this, but its final form — called hypertext — was created in 1990 by computer scientist Tim Berners-Lee to allow physicists in different universities to share data. Berners-Lee decided not to patent this but to make it available to anyone who wanted to use it. By the late 1990s, the World Wide Web, as he called it, had taken off.



In the early 1990s, most home computers were connected to the internet by dialling a telephone number provided by an internet provider ('dial up'), and download speeds were very slow. Telephone calls could not be made while the internet was being used. As people moved to ADSL (asymmetric digital subscriber line), download speeds increased and it was not long before it became possible for people to stream movies and television programs directly to their home computers or television screens.

**SOURCE 4** A computer-based office in the mid 1980s



### The rapid rise of digital technology

In the late 1990s, the DVD (digital versatile disc) began to replace the VCR. It was 'versatile' because it could store and record visual data as well as data from a computer. The DVD first appeared in Japan in 1996 and in Australia in 1999. It had many advantages over the VCR. Because the images on a DVD were digitally recorded, they would play back perfectly each time unless the surface was damaged physically. DVDs could also offer choices such as subtitles or scene selection and they were light, easy to store and easy to copy — legally or illegally.

Digital cameras and video cameras were introduced that stored images on tiny cards. Video cameras could be extremely light so reporters could obtain images from the most remote parts of the world. People could also make their own videos and share them with others by uploading to the internet.

In the world of cinema, digital technologies such as computer-generated imaging (CGI) have allowed film-makers to create extraordinary special effects and animations that were previously impossible to imagine.

Digital technologies have also affected the music industry, with numerous artists now choosing to build their following through an online audience, rather than through traditional music recording and distribution channels. Artists can become overnight global sensations, as demonstrated by Korean performer Psy's 2012 release *Gangnam Style*, which had over 2.8 billion YouTube hits.

The rapid growth in mobile phone technology — from its development in the late 1980s, when phones were referred to as 'bricks' and could cost around \$4000 each, to today's slimline, lightweight devices that allow the user not just to make phone calls but also to send text messages, take photos and record videos and to be online almost anywhere, at any time. The popularity of social networking forums such as Facebook and Twitter and the development of interactive television programming mean people from around the globe can be connected instantly — making the spread of popular culture easier than ever before.

**SOURCE 5** A mobile phone from the early 1990s



## 5a.5 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. Black and white television first arrived in Australia in 1956, but it was available only in capital cities and not many people could afford to buy a television for their homes. Make a list of the advances between 1956 and 1978, when more than half of Australian households had a colour television.
2. What different audiences were catered for by AM and FM radio?
3. What were the advantages of the VCR and the DVD for migrant communities in Australia?
4. What advantages did music recorded on compact discs have over that recorded on vinyl records or magnetic tapes?
5. Why was the creation of hypertext important to the development of the modern internet?
6. What advantages did ADSL have over dial-up as a way of accessing the internet?
7. What does the 'V' in DVD stand for?

### Research

8. By referring to specific events, make a list of the ways in which advances in television and communication technologies have changed one of the following.
  - Our access to world news
  - The organisation of a particular sport
  - The music industry

### Develop source skills

9. Refer to **SOURCE 2** and answer the following questions.
  - (a) List the (i) positive and (ii) negative effects of talkback radio.
  - (b) What was Ron Casey implying when he spoke to a woman whose husband had not been offered a CES (Commonwealth Employments Service) program?
  - (c) Why do some people believe that Alan Jones contributed to the **Cronulla riots** of 2005?
10. Look at **SOURCE 3**. Why would this have been an effective way of advertising, even though it does not specifically mention cigarettes?



Deepen and check your understanding of the topic with the following resources and auto-marked questions:

► **Global media**



## 5a.6 Contributions to international sport

### 5a.6.1 The Olympic Games

The 1950s and 1960s have been called the golden age of Australian sport. It was a time when Australian athletes, male and female, dominated the world in many areas. Our success in sport was helped by our climate, which encourages people to be active all year round. Also the introduction of the five-day, 40-hour week and four weeks' annual leave in 1947 increased the amount of leisure time available.

Another factor operated in the 1950s and 1960s — Australia did not suffer as Europe had during World War II. In Europe, many countries had been devastated by bombing and battles fought on their soil and would not recover until the 1960s. Sport for them was a lower priority.

A major highlight of the period was the hosting of the Olympic Games by Melbourne in 1956, the same year that television was introduced. Although Australia had participated in the Olympic Games from the first modern games in Athens in 1896, this was the first time that the games had been held in the southern hemisphere and only the third time it had been held outside Europe (the other two times were in the United States).

There were 145 events and Australia won 35 medals. The leading medal winners were the Soviet Union with 98 medals and the United States with 74, but both these countries had populations 30 times the size of Australia. Twelve of Australia's gold medals were shared between swimming and athletics. Dawn Fraser and Murray Rose won medals in swimming, while in athletics Betty Cuthbert won both the 100- and 200-metre sprints and Shirley Strickland won the 80-metre hurdles.

Dawn Fraser went on to win gold medals at the Rome Olympics in 1960 and the Tokyo Olympics in 1964. She won another six gold medals in the Commonwealth Games in Cardiff, Wales, in 1958 and Perth in 1962.

By the 1970s Australia's results started to fall behind; and in the 1976 Olympic Games held in Montreal, Canada, Australia won a total of only five medals — one silver and four bronze. Concern about this prompted the government to set up the Australian Institute of Sport to develop and support potential athletes.

At the 1996 Olympics held in Atlanta, Georgia in the United States, Australia achieved a total of 41 medals; and in the 2000 Olympics held in Sydney, Australia won a total of 58 medals, including 16 gold. One of the highlights of the Sydney Olympic Games was Cathy Freeman's win in the 400 metres final.

Australia's results were similar in Athens in 2004 and Beijing in 2008, but in London in 2012 the medal tally dropped again to 35, with just seven of these being gold.

**SOURCE 1** The ABC recording of the 1956 Olympics



**SOURCE 2** Photograph of Cathy Freeman winning the 400 metre final at the 2000 Olympic Games in Sydney





## 5a.6.2 Tennis and squash

Australia dominated world tennis from the 1950s to the 1970s. In the 18 years from 1950–67 Australian teams won the Davis Cup 15 times, losing on only three occasions to the United States. Players such as Lew Hoad, Ken Rosewall and Rod Laver dominated men's tennis in the 1950s and 1960s, sometimes playing each other in the Wimbledon finals. In the 1960s Rod Laver won the Grand Slam twice. During the same era and into the early 1970s, Australia's Margaret Court won Wimbledon three times, the French and US Opens five times each, and the Australian Open 11 times. Considered by some to be the greatest female tennis player of all time, Court won the Mixed Doubles Grand Slam in 1963 and 1965 and the singles Grand Slam in 1970.

In 1971, Margaret Court lost the Wimbledon final to a 19-year-old Indigenous Australian, Evonne Goolagong. Evonne was one of the world's leading players in the 1970s and early 1980s, when she won 14 Grand Slam titles: seven in singles (four Australian Opens, two Wimbledon and one French Open), six in women's doubles and one in mixed doubles.

Another outstanding Australian sportswoman is Heather McKay, who dominated international women's squash for two decades. In the 1960s and 1970s, the British Open was effectively the squash world championship. Heather McKay won this event 16 years in a row from 1962 to 1977. Her abilities extended to other sports as well — she was a member of the Australian Women's Hockey Team in 1967 and 1971, and from the late 1970s to mid 1980s she won numerous racquetball championship titles in the United States and Canada.

**SOURCE 3** Lew Hoad and Ken Rosewall, both 19 years old, hold the Davis Cup after winning it from the United States in 1953.



**SOURCE 4** An extract from a newspaper article in 1970 on Evonne Goolagong

### **'Tag' replaced by stamp of Champion**

When Evonne Goolagong won her Federation Cup match in Perth yesterday she probably hoped she had become simply a tennis player.

Since she first came to prominence as a spindle-legged nine-year old, 10 years ago, she has had the 'Aboriginal' tag attached to her every tennis feat.

She has grown a bit tired of this.

In an interview during her five month tour of Europe this year, she once quietly asked the reporter, 'Why Aboriginal ... why not simply Australian'.

Evonne is not ashamed of being an Aboriginal ... far from it. She has a fierce pride in her race and is happy with her achievements.

It is simply that she wants to be recognised for what she is — as she proved conclusively at King's Park yesterday — a very fine tennis player ...

While it would be a perfect ending to a fairytale that Evonne swept all before her in her first attempt at Wimbledon unfortunately it's not the case.

Still this young girl from Barellan could make them sit up and take notice when she returns to Wimbledon this year ...

Alan Clarkson, *The Sydney Morning Herald*, 29 December 1970, p. 11.



### 5a.6.3 Cricket

When the cricket tests resumed after World War II, Australia continued to dominate the Ashes against England. Don Bradman, who had led the team to victories in the 1930s, remained as captain. The team that went to England in 1948 was known as the Invincibles; out of 34 matches, they won 27 and drew 7, but by the 1960s, many of the great bowlers had retired and matches often ended in a draw.

In the early 1970s, the ABC held a cricket broadcasting agreement with the Australian Cricket Board. In 1976, when Kerry Packer's attempt to gain cricket broadcasting rights for Channel 9 failed, he set up an alternative competition called World Series Cricket, and contracted many key Australian and international players. Eventually the Australian Cricket Board came to an agreement with Packer, but this dispute, combined with controversy over a tour of South Africa, weakened Australian cricket for some years. However, from 1989 to 2006–07 Australian cricket returned to its former greatness. In this period they were unbeaten in all the Ashes series against England except 2005, and won the World Cup series three times in a row.

**SOURCE 5** Australian cricketers celebrate a tie against South Africa in the 1999 World Cup semi-final. The tie allowed them to go on to the final where they defeated Pakistan.



### 5a.6.4 Football codes

Australian Rules and rugby league remained the dominant football codes and in the 1950s they were still closely tied to working-class culture and suburban loyalties. However, this began to change, first with the legalisation of poker machines in New South Wales in 1956 and then with the selling of rights to commercial television and later pay TV stations. With the income from the poker machines and television rights, these football codes now became a big business and needed to appeal to a wider audience. New rules were brought in to make the game more suitable to commercial television, and players could demand high playing fees.



Deepen and check your understanding of the topic with the following resources and auto-marked questions:

➤ **Politics and sport**



Before World War II soccer had been played by English immigrants, but after post-war immigration many European immigrants, such as the Italians, Dutch and Maltese, formed soccer teams. However, the leading star of the 1960s and 1970s was Johnny Warren, who grew up in the working class suburb of Botany in south Sydney. Between 1965 and 1974, he played in 42 full international matches and was captain in 24 of these. He played in Australia's only World Cup final in Germany in 1974. An important element in the popularity of soccer as a sport was the introduction of the Special Broadcasting Network (SBS) with its aim 'to provide multilingual and multicultural radio and television services that inform, educate and entertain all Australians and, in doing so, reflect Australia's multicultural society'. SBS broadcast matches from European competitions and also saw a responsibility to film local matches, whose main support came from the migrant community. When SBS introduced advertising, it became easier for soccer to obtain sponsors.

**SOURCE 6** Photograph of Australian Rules star Ron Barassi kicking a goal for Melbourne against Footscray in 1962



## Rugby union

Rugby union was slower to adapt. Up until the late 1970s, it had to rely on ABC Television for its coverage. It did not have a large team base in the states to build on and concentrated on international and regional competitions. This began with the first World Cup in 1987, hosted by Australia and New Zealand. Sixteen nations took part, with the New Zealand All Blacks defeating France in the final. The second tournament was hosted in England in 1991 and the Australian Wallabies defeated France in the final. This was also a commercial success, making \$85 million.

The following year, rugby union was taken up by commercial television and, to ensure interest remained high during the four-year period between the World Cup competitions, the Tri-Nations competition between Australia, New Zealand and South Africa and the Super 12 (later to become the Super 14) competition were launched.

## 5a.6.5 Women's sport

Australian sportswomen have achieved enormous international success — both in individual events, such as tennis, squash, golf, swimming and track and field events, and in team sports, such as basketball, netball, cricket, soccer and hockey — but have never received the same level of media coverage as men's sport.

The Australian women's cricket team (nicknamed the Southern Stars) is easily the best in the world. The first Australian women's cricket test series against England was played in 1934–35. The Women's World Cup began in 1973 and, in the eight tournaments held since, Australia has been champion six times.

The Australian women's soccer team, the Matildas, reached the quarter finals of the FIFA Women's World Cup in both 2007 and 2011, and are ranked in the top ten teams in the world. The Australian Netball Diamonds are widely considered the most successful international netball team, having won 11 of the 14 World Netball Championships held every four years since 1963. In international hockey, the Australian Hockeyroos have won three gold medals in six Olympic Games, the World Cup in 1994 and 1998, and Commonwealth Games gold medals in 1998 and 2006. From the late 1980s until 2000, they were ranked number one in the world.

In women's basketball, the Australian Opals have also achieved great success on the international sporting stage. They were bronze medallists in the World Championships of 1998 and 2002, and gold medallists in 2006. The Opals have also won a medal in each of the past five Olympic Games — bronze in 1996 and 2012 and silver in 2000, 2004 and 2008 — second only to the dominant United States team.

**SOURCE 7** The Diamonds celebrate their win at the 2015 Netball World Cup Gold Medal Final



## 5a.6 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

- List the names of those Australian athletes who had high international achievements in each of the following sports in the 1950s to 1970s.
  - Swimming
  - Tennis
  - Track events
  - Squash
- Australia dominated the Ashes matches in cricket from the 1930s to the 1950s. However, interest in cricket weakened during the 1960s. Why was this?
- By the start of the 1970s the quality of outside broadcasting had improved greatly and in 1975 colour television came to Australia. What was its impact on the commercial television broadcasting of cricket at the end of the 1970s?
- What characteristic of soccer in Australia made it seem that SBS was the most suitable station to broadcast games?



## Research and communicate

5. Choose one sportsperson from the 1950s to 1970s and another from the same sport from a more recent time. Research the life of each, and then prepare an interview or PowerPoint presentation describing their achievements and noting any differences between time periods.

## Develop source skills

6. Refer to **SOURCE 4** and answer the following questions.
  - (a) How old was Evonne Goolagong in 1970?
  - (b) What was her objection to the 'tag' Aboriginal always being used to describe her?
  - (c) What was the writer's prediction about her results in Wimbledon? From the text, in which year was her first Wimbledon win?
7. What are two ways in which **SOURCE 5** provides evidence of the influence of colour television on the presentation of cricket?
8. Name the Australian women's teams that have had international success from the 1990s onwards in:
  - (a) soccer
  - (b) hockey
  - (c) cricket.
9. List the achievements of each at the international level that are mentioned in the text.
10. Research the history in the last two years of the three teams mentioned.
11. Why do you think women's teams do not get the same amount of publicity as men's sport?

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Complete this digital doc: Worksheet: 5a.6 Aussie sport (doc-23162)

# 5a.7 Contributions to music, film and television

## 5a.7.1 Music

In addition to acts such as The Seekers and Little Pattie, Australia had numerous other internationally successful performers in the 1960s. These included The Easybeats, whose 1966 hit, *Friday on My Mind*, was voted Best Australian Song of all time by the Australasian Performing Right Association in 2001, and The Bee Gees, who would go on to become synonymous with the disco era of the 1970s through their music soundtrack to the film *Saturday Night Fever*.

The music scene in Australia has always had a unique flavour. Most of the rock groups of the 1970s and 1980s learned their skills on the pub rock circuit where both talent and enormous energy were necessary to attract and maintain the attention of the audience. One of the early groups to build up their skills in this way was AC/DC.

AC/DC toured England in 1976 and had an influence on the punk rock scene that was developing there. The band then went to the United States, where the energy of its performances attracted a lot of attention. Lead singer Bon Scott died in 1980, but by the end of that year the band had found a new lead singer and recorded the heavy rock album *Back in Black*. The album spent five months in the top 10 in the United States.

The band Midnight Oil had its origins in the northern Sydney Beach suburbs and was fronted by Peter Garrett, who in 2010 became Education Minister in the federal Labor government. Midnight Oil refused to appear on music television shows such as the ABC's *Countdown*, and focused on issues such as the threat of nuclear warfare and the situation of Indigenous Australians. This included raising concern over the lack



of a treaty recognising them as the original owners of the land, and the absence of an official recognition of the Stolen Generations through failure to make an apology for what had happened. In the closing ceremony of the 2000 Sydney Olympics, Indigenous band Yothu Yindi sang *Treaty* and Midnight Oil sang *Beds are Burning* — a song about returning Aboriginal land — while wearing black suits with ‘Sorry’ written across them.

Other groups that achieved international success in the 1980s and 1990s included Air Supply, Little River Band, Men at Work, INXS and Crowded House.

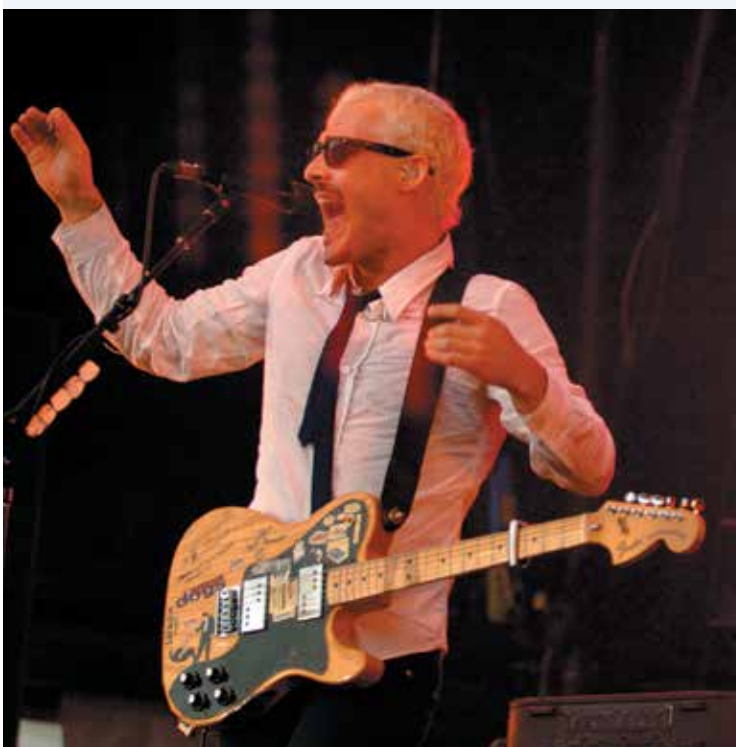
Throughout the 1990s and into the 2000s, changes in liquor licensing laws and an increasing number of venues swapping live music for poker machines led to fears that Australia’s unique contemporary live music scene would not survive. But two other developments ensured its continuation: ABC rock station Triple J becoming a national broadcaster and championing local music, and the staging of independent music festivals all over Australia. The first Big Day Out was held in Sydney in 1992. Other forms of contemporary music were presented at places like the Woodford Folk Festival in south-east Queensland, the Byron Bay Bluesfest (starting in 1990) on the New South Wales north coast and the WOMADelaide Festival (1992) for world music and dance. These festivals, which have grown in popularity over the years, have presented a huge number and range of both Australian and international acts to an ever-increasing audience.

The local group who achieved perhaps the greatest success overseas in the 1990s was Silverchair, from Newcastle. The group members were in high school when, in 1994, they won a national competition run by Triple J and the SBS program *Nomad*. They were only 15 when they recorded their debut album, *Frogstomp*, and became the first Australian act to be in the US Billboard Top 10 since INXS.

**SOURCE 1** Peter Garrett with Midnight Oil performing at the closing ceremony of the Sydney Olympics in 2000



**SOURCE 2** Silverchair performing in 2006

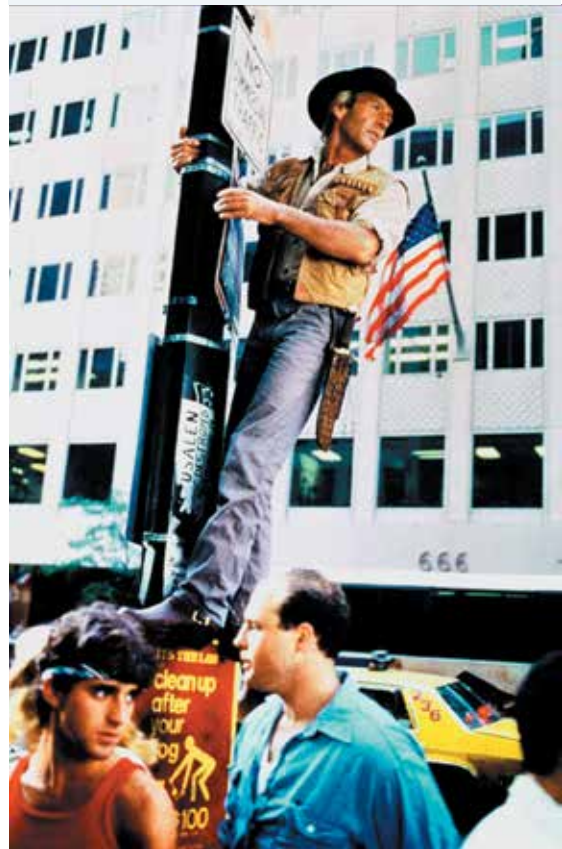


## 5a.7.2 Film

Unable to compete with the strength of its UK and US counterparts in the 1950s and 1960s, the Australian film industry found itself in an almost terminal slump. However, as a result of a number of government initiatives in the early 1970s, including the establishment of entities such as the Australian Film Development Corporation, the National Film and Television Training School and the Australian Film Commission — set up in order to help produce internationally competitive films — the industry was revitalised. Comedies such as *The Adventures of Barry McKenzie* (1972) and *Alvin Purple* (1973) played up the larrikin side of the Australian character. But the 1970s also saw the production of some iconic drama classics of Australian film, including *Picnic at Hanging Rock* (1975), directed by Peter Weir, and *My Brilliant Career* (1979), starring Judy Davis.

In the 1980s, many movies explored a variety of periods in Australia's past. Reflecting the new sense of nationalism developing at the time, two Australian movies had strong anti-British sentiment: *Breaker Morant* in 1980 and *Gallipoli* in 1981. However, the standout Australian film in terms of popularity and international commercial success was Paul Hogan's *Crocodile Dundee*. It was a romantic action comedy that told the story of a crocodile hunter who travelled from outback Australia to New York city. It remains the highest grossing Australian film ever produced, earning \$48 million in Australia and \$328 million worldwide.

**SOURCE 3** A scene from *Crocodile Dundee* showing Mick Dundee (Paul Hogan) in New York



**SOURCE 4** A description of the story of *Crocodile Dundee*. After meeting crocodile hunter Mick Dundee (Paul Hogan) in the Northern Territory, sophisticated New York reporter Sue Charlton (played by Linda Kozlowski) takes him back to New York.

Having seen how snugly Dundee fits into his unique bush environment, Sue, realising the potential of stories about the bushman in the city of seven million, invites him to travel with her back to New York. But the new environment fails to throw Dundee, who deals with big city life in the same off-hand manner he's always used in the bush. He makes friends with his African-American driver ('What tribe are you from?'), hotel doorman, New York city police and prostitutes with his customary laconic ease. He also shows Sue's uppity fiancé the speed of his right cross when he tries to embarrass Dundee by inviting him to order in a sophisticated Italian restaurant.

In the film's most famous scene, Dundee disarms a young mugger who has threatened him with a knife, brandishing his own blade with the boast, 'That's not a knife. THAT'S a knife.' The finale, in a crowded New York subway station, reunites Sue and Mick for an ending as happy as the rest of this surprisingly engaging classic that proved equally entertaining for Australian and American audiences. Those who resided in big modern cities and were starved for adventure took do-it-his-way outback Mick into their hearts.

From Des Partridge 2006, *100 Greatest Films of Australian Cinema*,  
Ed. S. Hocking, Scribal Publishing, Victoria, 2006. p. 76.

Other films of this period dealt with more recent history. *The Year of Living Dangerously* (1982) looked at Indonesia during the overthrow of President Sukarno in 1965 and *Evil Angels* (1988) dramatised the trial of Lindy Chamberlain after her baby, Azaria, was taken by a dingo while on a camping trip at Uluru in the Northern Territory.

The 1990s saw the production of three distinctively Australian films that have become pop culture icons. Two of them — *Muriel's Wedding* (1994) and *The Castle* (1997) — were humorous portrayals of suburban life, while *Priscilla, Queen of the Desert* was a musical comedy about three drag queens travelling by bus from Sydney to central Australia.

In the late 1990s and early 2000s, a number of films reflected on European–Indigenous relations. These included *Dead Heart* (1996), *The Tracker* (2002) and *Rabbit-Proof Fence* (2002). *One Night the Moon* (2001) was based on a true story of a girl who went missing in 1932. It was directed and co-written by Rachel Perkins, the daughter of Indigenous rights activist Charles Perkins (see subtopic 4.6) with songs written by Australian singer/songwriter Paul Kelly.

**SOURCE 5** A film critic comments on *Rabbit-Proof Fence* and its director Phillip Noyce.

Despite the sensitive nature of the subject matter, the political agenda takes a welcome back seat in favour of the human element. But that's not to say that Noyce doesn't resort to heavy-handed tactics when the screenplay demands it — witness the painful and protracted moment when the girls are taken; the defenceless kids staring from between the bars of their holding cage; or the starched wimples of the Mooree River nuns reinforcing white authority. Moreover, the fact that Aboriginal children were still being forcibly removed from their families as late as 1970 provides a sobering footnote to the film...

Regardless of the marketing, *Rabbit-Proof Fence* is no knee-jerk attempt at an apology. While there's undeniably a pertinent message here for all Australians (whether they like it or not), the film's overall concern is the unwritten maxim of screen true stories — the remarkable ability of the human spirit to triumph over adversity. By opting for sincerity over sentiment, Noyce has effectively turned a shameful chapter in our nation's history into an emotionally resonant outback adventure.

From Scott Hocking 2006, *100 Greatest Films of Australian Cinema*,  
Ed. S. Hocking, Scribal Publishing, Victoria, 2006. p. 176.

The skills of Australian directors, cinematographers and actors have been recognised internationally. These include Gillian Armstrong, Baz Luhrmann and Peter Weir as directors, Bruce Beresford as a director and cinematographer and actors Cate Blanchett, Judy Davis, Mel Gibson, Guy Pearce, Toni Collette, Nicole Kidman, Geoffrey Rush, Sam Neill, Hugh Jackman, Heath Ledger and others.

With the establishment of Fox Studios Australia in Sydney in 1998, Australia now plays host to some of the most elaborate film productions. Films such as *The Matrix* and the latest *Star Wars* episodes have been produced here, using the talents and skills of many Australians who work in the industry.

### 5a.7.3 World movies

Australians are now able to watch movies from all around the world. SBS television has introduced many people to foreign movies and they are also available on DVDs. With subtitling, language is no barrier. Cinemas run international film festivals that are enthusiastically attended by both native language speakers and those who rely completely on subtitles for their understanding of the films.

The Indian Hindi film industry, known as Bollywood, is now one of the biggest centres of film production in the world. Bollywood produces hundreds of movies each year, from musicals and romance stories to action and 'Indian Mafia' films. Australian director Baz Luhrmann has said that his blockbuster hit *Moulin*



*Rouge* was inspired by the style of Bollywood musicals. In turn, the success of *Moulin Rouge* inspired other international film hits such as *Mamma Mia*, *Hairspray* and *Slumdog Millionaire*, which won eight Academy Awards.

In recent years, a number of Bollywood films have been shot on location in Australia, and Australian actress Tania Zaetta has even made the move into performing in these Indian productions.

### 5a.7.4 Television

Commercial and ABC television have produced some great miniseries, mainly based on historical events. These include: *A Town like Alice* (1981); *The Dismissal* (1983), about the end of the Whitlam government; and *Bodyline* (1984), about a controversial cricket test series in the 1930s. There have also been longer-running serial dramas beginning with *The Sullivans* (1976–82), *Neighbours* (begun in 1985) and *Home and Away* (begun in 1988).

*Neighbours* is broadcast in over 50 countries. Its highest ratings are in the United Kingdom, where three million viewers watch the daytime episode. It has brought the inhabitants of Ramsay Street in an idealised suburban location to the rest of the world. The exterior scenes are actually filmed in Pin Oak Court in the Melbourne suburb of South Vermont.

Kylie Minogue had her first major acting role playing Charlene Mitchell in *Neighbours* for two years from 1986 until 1988. Almost 20 million viewers in the United Kingdom watched Charlene marry Scott Robinson (played by Jason Donovan) in 1987.

Kylie is one of a number of Australian ‘soapie’ performers who have gone on to international careers. Others include singers Delta Goodrem and Natalie Imbruglia and actors Margot Robbie and Guy Pearce.

Television drama has traditionally been expensive to produce, so to fill out local content quotas other types of program have also been produced. Lifestyle programs, such as *Burke’s Backyard* (1987–2004) on commercial television and *Gardening Australia* on the ABC, proved relatively cheap to produce and attracted a large audience.

Various talent programs have also been produced, such as *Australian Idol*, which ran from 2003 to 2009. Between 2005 and 2007 it was also broadcast on commercial radio. It was also one of the first programs in which people could vote by SMS and in most series there were over 20 million SMS votes. Other programs have included *Dancing with the Stars* (2004–2016), *MasterChef* (2009–), *My Kitchen Rules* (2010–) and task-based competition programs such as *The Block* (2003–). Many of these programs have been based on similar shows originating in Britain or America.

Another popular type of program has been so-called ‘reality television’. One of the earliest of these was *Sylvania Waters*. It was a joint production of the ABC and BBC and filmed a family living in a waterside suburb of Sydney over a period of six months. The tightly edited version that went to air in 1992 ran for 12 episodes and made instant celebrities of the participants — a phenomenon that has been repeated with other ‘reality’ shows, such as *Big Brother*.

**SOURCE 6** Pin Oak Court in suburban Melbourne, where the filming of *Neighbours* takes place





## 5a.7 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. Match each of the following descriptions with an Australian music group mentioned in this subtopic.
  - Influenced punk rock music in England in 1976 and then toured the United States
  - Included a focus on Indigenous and environmental issues and sang in the closing ceremony of the 2000 Sydney Olympics
2. What is meant by 'reality television'? What are its (a) strengths and (b) shortcomings as a form of popular culture?
3. Many other important Australian movies have been made in the last 30 years. Research one of these and provide an outline of its plot and a description of its category.

### Develop source skills

4. Yothu Yindi and Midnight Oil (see **SOURCE 1**) performed at the closing ceremony of the 2000 Sydney Olympics. What political issues were they referring to and what position were they taking in each of the following?
  - (a) The song *Treaty*
  - (b) The song *Beds are Burning*
  - (c) Displaying the word 'Sorry' on their clothes
5. From which city did Silverchair (see **SOURCE 2**) come?
6. Which two media outlets played an important role in promoting Silverchair?
7. From a study of the **SOURCE 3** photograph and the **SOURCE 4** description of the plot of *Crocodile Dundee*, what do you think made the film attractive to viewers both in Australia and internationally?
8. What name refers to the Aboriginal children who were removed from their parents as part of government policy?
9. According to the film critic in **SOURCE 5**, why is the film more than just a description of a shameful period in our history?

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Deepen and check your understanding of the topic with the following resources and auto-marked questions:

► Film and television

## 5a.8 Continuity and change in beliefs and values

### 5a.8.1 Australia in the twenty-first century

In many ways, the Australia we know in the first decades of the twenty-first century is very different from that at the end of World War II. Many of these changes have been explored through films, television programs, music and books and have also been covered in different sections of this book. However, despite these changes, some essential things have remained. Australia has retained many of its elements that reflect 'fairness'. Its minimum wage for workers is one of the highest in the world and it has social welfare policies that help the elderly, the unemployed and the sick. Australia also has a strong democratic system, with each person's vote carrying equal weight. Some areas in which changes have taken place include the following.

## Gender equality

There has been a slow increase in the recognition of gender equality, and equal opportunity legislation now exists that makes it illegal for employers to discriminate on the basis of gender. But the legacy of traditional gender roles remains, with a significant gender gap still evident in the relative wages of men and women. Despite the fact that there is now general acceptance that women should be able to work in any field they choose, the question as to whether true gender equality exists in today's Australian society is still often debated.

## Multicultural society

Although some Australians' attitudes towards refugees have retained the fear of 'foreign invasion' that was present in the *Immigration Restriction Act 1901*, since the 1950s migrants have arrived in Australia from all around the world. They came from continental Europe in the 1950s and 1960s, from Vietnam and other parts of Asia from the 1970s onwards and, more recently, migrants have come from areas such as the Middle East and Africa.

Australia has moved away from its origins as a fundamentally British society towards being a truly multicultural one. By taking in people whose home countries have been torn apart by wars, famine and political strife, a new and diverse Australian society has been created — one that is markedly different to that of the era before World War II.

**SOURCE 1** Australian society since World War II has become truly multicultural.



## Indigenous Australians

The 'yes' vote in the referendum of 1967, the *Mabo* decision of 1992 and the Australian government's apology of 2008 to the Stolen Generations are signs of the recognition of past injustice (see Topic 4). Projects such as Closing the Gap, which aims to reduce the disparity in health, education and employment measures between Indigenous and non-Indigenous Australians, are indicative of a desire to improve the lives of Indigenous Australians, but are also a reminder of the inequalities that have existed in the past.

## Same-sex relationships

Harsh laws mainly affecting gay men have been removed and there has been a general legal acceptance of the legitimacy of gay and lesbian relationships, although a minority remain opposed to this. Popular television shows including *Home and Away* and *Neighbours* have had gay and lesbian characters.

Recent parliamentary and social debate about the prospect of legalising same-sex marriage has shown that, while there are still competing opinions on this issue, there is an increasing trend in favour of the idea that same-sex couples should have the same rights to marriage as heterosexual couples.

## Environmental concerns

Public awareness of environmental issues was raised in 1962 with the book *The Silent Spring* by Rachel Carson. She traced how the pesticide DDT had entered the food chain in the United States, killing many more insects than it was designed to, and eventually ending up in the fatty tissues of humans, where it could cause cancers. By the 1980s, environmental awareness had grown and included serious concerns about the destruction of the ozone layer in the stratosphere. The ozone layer prevents harmful ultraviolet light entering the atmosphere and its depletion was caused by a propellant used in aerosol cans. An agreement between

countries to stop the use of the propellant was signed in Montreal in 1987. The predominant environmental issue at present is that of possible large-scale climate changes caused by the build-up of carbon dioxide in the atmosphere.

Environmental groups in Australia have existed for several decades and continue to grow in strength and influence. Such groups focus on creating an environmentally conscious society that values and respects the environment and has sustainable principles at the core of everyday life.

### Moving towards a more market-based economy

Successive Australian governments have moved away from protecting local industries to encouraging free trade between nations. At the same time, they have passed to private companies the responsibility for areas that were once those of government, such as transport and telecommunications. The aim has been efficiency but, without government intervention, such actions can also increase the gap between rich and poor.

**SOURCE 2** Environmental concerns have led to an increased focus on the need for sustainable living practices in order to help 'save the Earth'.



## 5a.8 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. What are two twenty-first century examples of the core value of 'fairness' that have been maintained from the early twentieth century when Australia became a nation?
2. It is illegal to discriminate, and pay someone less because of their gender. Does this mean that the relative wages of men and women in Australia are the same?
3. In what period did Australia begin to openly encourage migration from places other than Britain?
4. Which aspects of life does Closing the Gap seek to improve for Aboriginal and Torres Strait Islander communities?

### Perspectives and interpretations

5. Give one example of how popular culture, such as television shows or music, can help to bring about social change.

### Research

6. Choose one of the subjects discussed in this subtopic and carry out research to learn more about which aspects have changed since the end of World War II and which have stayed the same. Have influences from overseas played a role in any changes that have occurred? Prepare a poster or use PowerPoint to present your findings to your class.

## 5a.9 Research project: Life in Australia in the 1960s

### 5a.9.1 Scenario and task

Your local council has asked you to make an individual contribution to their community history project: a photographic slideshow, with a voiceover, uncovering life in Australia's past. This slideshow will be viewed by the public when they visit any local government council office in the country.

Your task is to create and deliver a photographic slideshow, with voiceover, detailing life in Australia's past. This will be based on research and interviews with your parents/grandparents and should focus on ordinary Australian residents' daily lives in the 1960s. The expected length of your photographic slideshow and voiceover is around three minutes and should cover the following aspects:

- daily life
- the role and work of various groups
- the division of labour between men and women
- rituals
- family.

A resource sheet containing suggested interview questions for each of these topics is provided for you in the Resources tab in your learnON title.

## 5a.9.2 Process

- Access your learnON title to watch the introductory video. You can complete this project individually or form a group with other members of your class.
- Use the required slideshow aspects as a framework for your research (daily life, the role of various groups, the division of labour between men and women, rituals and family).
- To help you discover extra information, you should find at least two sources other than the content in topic 5a. As you research, be sure to compile a bibliography of the sources you have used to find your information. The weblinks in the Resources tab will help you get started.
- When you have completed your online research, it is time for each group member to go to a primary source — someone who lived in Australia in the 1960s. This might be a parent, grandparent or a family friend. You can record the interviews using your mobile phone or a free voice-recording program like Audacity, Garage Band or Windows recording software. Ask your sources if they can provide you with any images from life in the 1960s to use in your slideshow. It is likely they will have family photos from this decade.
- When your interviews are recorded, share the audio files and photos you have gathered with the other members of your group and then work together to select the images and audio quotes that you would like to include in your voiceover. You may also like to record your own





intro and outro to the slideshow. Use the Storyboard template in the Resources tab to help you plan your final presentation.

- Edit your voiceover using appropriate sound editing software and create a final soundtrack for your slideshow. Wavepad is a great free program for editing MP3s.
- Use iPhoto, PowerPoint or other multimedia software to compile your photo slideshow, ensuring that the audio matches up with the images you have selected.
- Submit your research notes and bibliography to your teacher, along with your completed slideshow.



## learnon RESOURCES — ONLINE ONLY

Go online to access additional resources such as templates, images and weblinks.

# 5a.10 Review

## 5a.10.1 Review

### KEY TERMS

**blue-collar jobs** jobs in manufacturing industries

**bombora** a surfing term referring to waves breaking over a submerged rock shelf. It is the name given to a favourite surfing site near Sydney's Manly beach.

**Cronulla riots** an incident on Sunday 11 December 2005 when hundreds of protesters, some draped in Australian flags, arrived at Cronulla Beach, south of Sydney, in response to claims that Lebanese men were intimidating people on the beach. It began as a peaceful protest but turned violent, with people attacked simply because they were of 'Middle Eastern appearance'.

**Cuban missile crisis** when the United States declared an air and sea blockade to prevent the Soviet Union placing nuclear missiles in Cuba, creating a real threat of conflict between the two nuclear-armed superpowers. Eventually a compromise settlement was negotiated between the two superpowers.

**white-collar jobs** jobs in clerical industries

## 5a.10 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly..

## learnon ONLINE ONLY

5a.10 Activity 1: Check your understanding

5a.10 Activity 2: Practise your historical skills

5a.10 Activity 3: Multiple choice quiz

Go online to access additional end of topic resources such as interactivities and printable worksheets.

## Practise your historical skills

### Comprehension: chronology, terms and concepts

1. Throughout this topic, the term *popular culture* has been used. Find three definitions of the term and then write a definition of your own that best fits the way the term has been used in this topic.
2. It is less than 15 years since the use of the internet has become widespread.
  - (a) Make a list of earlier developments that made the internet possible.
  - (b) Make a list of the ways this has affected many aspects of popular culture. Include the ways in which it has changed how people communicate with one another.

### Analysis and use of sources

Use **SOURCE 1**, from a website in which senior citizens describe some of the events that took place when they were young, to answer questions 3 to 8.

3. Research the background to the Queen's visit in 1954.
  - How old was the Queen on this visit?
  - How long had she been Queen?
  - Who was the Australian prime minister at the time?
4. When was the person who wrote this extract born, and how old would they be today?
5. What does this extract tell us about popular culture at the time and the things children did to amuse or entertain themselves?
6. What does this extract tell us about attitudes to the Queen?
7. What were the special features of the author's scrapbook that probably led it to be awarded first prize?
8. Make a list of the ways in which **SOURCE 1** could be useful to a historian studying this period.

#### **SOURCE 1** Memories of the Queen's visit, 1954

At the time of the Queen's visit in 1954 I was just 8 years old and in grade three in Brighton, Victoria. Unfortunately for a week or so during the royal visit I found myself in bed with the chicken pox followed shortly after by measles. Thanks to Mum I was never bored and always occupied with things to do, including reading comics, (I loved the Phantom) short stories, colouring-in books, constructing Meccano models or listening to the local ABC radio stories of the Magic Faraway Tree. There was no Television in Australia in 1954.

One day Mum bought me a big scrapbook with pictures of the Queen and the Duke of Edinburgh on the cover. I filled this book with coloured pictures of the Queen, which I carefully cut out from various magazines Mum had bought. All the magazines had filled their pages with photos and stories, following her visit and activities around Australia, so I had lots of photos to choose from. Each picture was pasted to a page in chronological order and then I drew a red and blue border around each picture, making sure I included the caption describing the picture. I continued this for her entire visit, filling the whole book.

When I eventually returned to school, I found to my surprise that my teacher had asked the class to create some sort of project to commemorate the Queen's visit. At the end of her visit, all the entries were displayed, and to my delight I had won first prize!

During her tour the Queen visited Melbourne and our family decided to go and see her. The times and places she visited were published in the newspaper each day. My parents, grandmother, brother and sister all hopped into the family car decorated with red, white and blue streamers, and motored off to the city to see the Queen. We also had an Australian flag stuck on the car window, but I remember it being blown off in the wind. We parked the car and eventually found a good spot to wait for her. We chose the steps of a building in Swanson Street, as this was slightly raised, and gave us a clear view above the crowd lining the street. The Queen and Duke were driven slowly down the street in a beautiful shiny black Rolls Royce with the Union Jack flying from the bonnet. They smiled and waved back to the cheering crowd. It was all over in a matter of minutes, but we were all so excited to have seen the Queen.

Extract from Living History website, [www.seniors.gov.au](http://www.seniors.gov.au).

## Perspectives and interpretations

9. In the 1960s, Britain, through the Beatles and other groups, had a great influence on popular culture in Australia. This was also true in fashion. Young people wanted to buy clothes that were more suited to their lifestyle. One of these items was the miniskirt, which caused a controversy when worn by an English model, Jean Shrimpton, at Flemington racecourse in 1965. From **SOURCES 2** and **3**, describe the major objections the regular racegoers had to what she wore.

**SOURCE 2** British fashion model Jean Shrimpton in a matching white knee-length dress and coat, Australia, 1965



**SOURCE 3** A report about Jean Shrimpton in the *Sun News-Pictorial* (Melbourne) on 1 November 1965, page 1

There she was, the world's highest paid fashion model, snubbing the iron-clad conventions of fashionable Flemington with a dress five inches above the knee, NO hat and NO stockings.

The shockwaves were still rumbling around fashionable Melbourne last night ...

... Fashion-conscious Derby Day racegoers were horrified. 'Insulting' ... 'a disgrace' ... 'how dare she?' ... ! If the skies had rained acid not a well-dressed woman there would have given The Shrimp an umbrella.

For hours, Flemington had baked and sweltered in 94-degree [34 °C] heat, waiting for the arrival of the English girl billed as the most beautiful on earth.

She walked in serene and poised, dressed in this ultra-short shift she designed herself, showing a lovely amount of lissom leg totally unhindered by nylon. Her long hair swung about in the hot wind ...

Fashionably-dressed ladies who had been dying to see what heavenly outfit Jean would be wearing seemed very angry ... especially as the VRC (Victorian Racing Club) flew Jean out here from America to present Fashions on the Field prizes.

Last night, 22-year-old Jean said she hadn't known that Melbourne placed such heavy emphasis on conformity ...

## Empathetic understanding

10. Imagine that you were a young adult when Jean Shrimpton appeared at the Melbourne races (see **SOURCE 3**). After reading the newspaper report, write a reply to the newspaper that supports her decision to dress in that way. It may help to conduct some further research on the fashion movement in England at that time, including the work of Mary Quant.

## Research

11. From the 1930s to the 1960s, the most widely spread medium of popular culture was radio. Describe three different types of radio program that were popular at the time and explain why they were popular.
12. Describe two television programs that have played a similar role to the radio programs you chose in question 11 and explain how they are similar and how they differ. Give an example of a program that would not have been possible on radio but is particularly suitable to television.

13. Films and popular music sometimes reflect political and social issues of the time. For each of the following films or songs, research the political or social issues they have explored. In the case of films, this is often done by presenting an interpretation of an event in the past.

Films: *They're a Weird Mob*; *My Brilliant Career*; *Gallipoli*; *Breaker Morant*; *Rabbit-Proof Fence*; *One Night the Moon*

Music: *I was Only Nineteen* (Redgum); *Beds are Burning* (Midnight Oil); *The Age of Aquarius* (from the musical *Hair*); *Blue Sky Mining* (Midnight Oil)

Present your work in a table like the one below.

Film or song	Story	Political or social issue

14. The introduction of colour television and improvements in filming of outside events has led to the major sports today becoming big businesses. Choose one sport and research the way it has changed over the last 30 years. What have been the advantages and disadvantages of this?

### Explanation and communication

15. Australian popular music has sometimes dealt with particular concerns and issues such as war, the urban or rural environment or indigenous issues. Choose one issue, either one of these or one of your own.
- (a) Collect the lyrics of two or three songs that deal with this issue, noting the date and the artist. (*Hint: Many websites provide copies of lyrics.*)
  - (b) For each song, provide the background to the issue raised and describe the attitudes presented by the lyrics. If you can obtain a copy of the song being sung, that could be included in your report.





# TOPIC 5b

## The environment movement

### 5b.1 Overview

Numerous **videos** and **interactivities** are embedded just where you need them, at the point of learning, in your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). They will help you to learn the content and concepts covered in this topic.

#### LEARNING OUTCOMES

In this topic students will investigate:

- The background to environmental awareness, including the nineteenth-century National Parks movement in America and Australia **5b.3**
- The intensification of environmental effects in the twentieth century as a result of population increase, urbanisation, increasing industrial production and trade **5b.4**
- The growth and influence of the environment movement within Australia and overseas, and developments in ideas about the environment (notion of 'Gaia', 'limits to growth', concept of 'sustainability', concept of 'rights of nature') **5b.5**
- Significant events and campaigns that contributed to popular awareness of environmental issues, such as the campaign to prevent the damming of Australia's Gordon River, the nuclear accident at Chernobyl and the Jabiluka mine controversy in 1998 **5b.6**
- Responses of governments, including the Australian government, and international organisations to environmental threats since the 1960s (including deforestation and climate change) **5b.7**

#### 5b.1.1 Introduction

There have always been people who celebrated and valued the natural world. Throughout history, many societies practised ways of life that could be labelled 'sustainable'. In other societies, however, the environment suffered in the historical hurly-burly of nation building, industrial development and military conflict. This was particularly true from about 1700 onwards, and especially in Europe. About one hundred years ago, the beginnings of a modern environmental movement were evident in some parts of the world. Since then, the awareness of environments — of their qualities, their value and their vulnerabilities — has grown enormously. Increasing numbers of individuals, groups, organisations and political parties have called for a 'greening' of how people think and act. By the 1970s, 'ecological sustainability' was being proposed as a worthwhile goal. Current debates about climate change and carbon reduction are the latest dramatic signs of a human concern for environments. But, as this topic explains, that concern has a long and fascinating history.

**learnon** ONLINE ONLY



Watch this eLesson: Global warming and Australia (eles-0057)

**SOURCE 1** Photograph of coal seam gas protesters in a demonstration near Wollongong, New South Wales, in 2011



## Starter questions

1. What does living 'sustainably' mean? Write three lists of things that can be done to act sustainably: one for individuals, one for governments and one for businesses.
2. What environmental problems are affecting Australia?
3. Make a list of the resources human society needs to survive. Based on your list, imagine and describe what might happen in a world in which the population has increased to the extent that there is not enough of one of these resources to go around.

## 5b.2 Two stories about sustainability

### 5b.2.1 Felix's story: a modern German tale

You are going to read two stories (**Sources 1** and **4**), set hundreds of years apart, but connected through the topic of trees.

**SOURCE 1** Felix Finkbeiner and the million trees

A few years ago, Felix Finkbeiner was a nine-year-old schoolboy living in Germany. He heard about Wangari Maathi, an environmentalist who helped organise the planting of 30 million trees in his African nation of Kenya. Felix was so impressed that he used the Kenyan story in a presentation he did for his classmates in Germany, and hatched the idea of planting one million trees in Germany and, eventually, in every other possible country. Felix set up an organisation called Plant for the Planet. Within three years, Germany had one million extra trees. By 2011, Plant for the Planet was active in 70 countries and aiming for more.

Felix knew that world leaders had met at Copenhagen in 2009 to discuss the world's environmental problems. 'But', he said, 'we children feel really cheated because such a lot was done for Copenhagen but at the end what was really achieved there?'

The media have shown a great interest in Plant for the Planet. Felix has spoken at conferences around the world. Donations have flooded in, helping Plant for the Planet pursue its goal of 212 million trees.

Although he sometimes spends weeks away from home, Felix still manages to keep up with his schoolwork.

Felix Finkbeiner obviously cares about the global **environment**. Throughout history, many individuals and communities have lived in ways that used their environments in largely **sustainable** ways. Examples include the Aboriginal and Torres Strait Islander peoples of Australia, inhabitants of the Indus Valley cities of 4000 years ago and the people of numerous islands in the Pacific over many centuries. Some people understood simple but essential truths about caring for their environments — not to degrade soil through monoculture, not to overfish the seas, not to destroy forests. As a result, some societies flourished over the centuries without significant or permanent damage to their environments.

At various times throughout history, however, people have learned painful lessons about **ecology**. Two modern authors have described some of those lessons in graphic detail. Clive Ponting, in *The Green History of the World*, included stories of ancient Mesopotamians and ancient Greeks who ruined fertile land by inappropriate farming and deforestation. Jared Diamond, in *Collapse*, described the collapse of societies in the Americas, Asia and the Pacific, often the result of unwise handling of environments. Not only ancient examples were described. Ponting included a vivid description by Friedrich Engels of the unsightly appearance and obnoxious smell of the polluted Irk River flowing through industrial Manchester in the 1840s. Both Ponting and Diamond were fascinated by the story of Rapa Nui (Easter Island), a remote island in the south-eastern Pacific Ocean. To find out why, see **Sources 4**.

**SOURCE 2** A poster depicting Felix Finkbeiner and his project



**SOURCE 3** Tools used by Australian Aboriginal people



### RETROFILE

In 2011 in his book *The Biggest Estate on Earth: how Aborigines made Australia*, Bill Gammage developed the theory that Aboriginal people used fire to manage their environment. It was only when Europeans displaced Aborigines, he argued, that such problems as erosion and salinity emerged.

## 5b.2.2 The extraordinary story of Easter Island

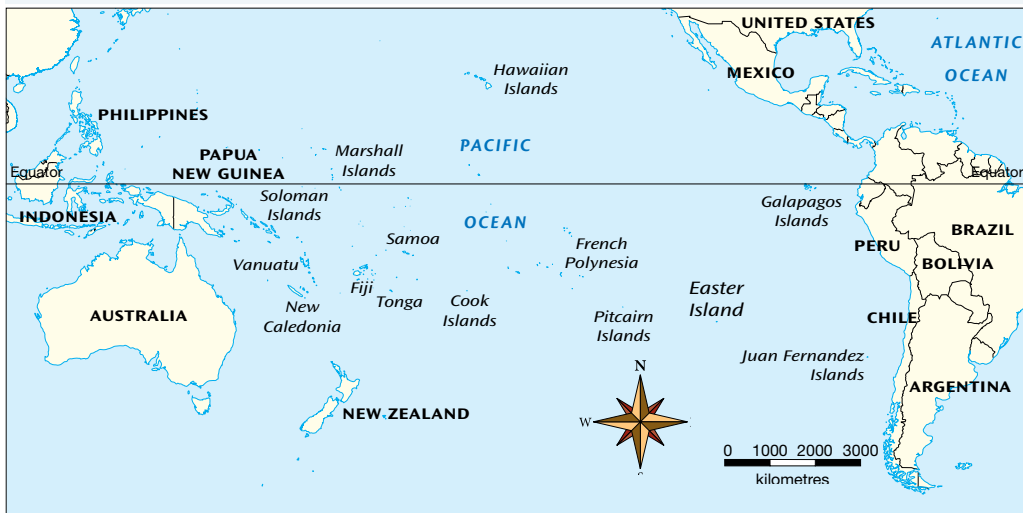
**Source 4** contains 16 episodes from the story of Easter Island, based on Clive Ponting's book. They have been placed in haphazard order. Read them carefully and then answer the questions (5b.2 Activities question 10).



#### SOURCE 4 Haphazard happenings on Easter Island

- (a) There was plenty of leisure time.
- (b) Clans competed to carve and erect the most stone statues.
- (c) Conflict developed over scarce food resources.
- (d) The settlers developed elaborate rituals that involved carving six-metre stone statues.
- (e) In 1722, the Dutch Admiral Roggeveen found a degenerating society on deforested Easter Island, amid 600 splendid stone statues (some partly completed).
- (f) There was little natural fertilisation over time.
- (g) Deforestation occurred on a large scale.
- (h) The staple diet of the new settlers was of sweet potatoes and chicken, neither of which required much time or labour.
- (i) Cannibalism started on the island.
- (j) Polynesians sailed east to settle Easter Island in the fifth century CE.
- (k) Logs were used as rollers to shift the statues to ceremonial sites.
- (l) Migration from Easter Island became impossible.
- (m) The Polynesians brought no large animals to the island and no mammals at all.
- (n) Soil quality declined and food production decreased.
- (o) There was a shortage of trees for shelter, fuel and canoe-making.
- (p) Good diet caused a substantial growth in population, which organised into clans.

#### SOURCE 5 Map showing the location of Easter Island



Ponting and Diamond both highlighted the puzzling fact that some people will sometimes continue to do things even when it threatens their own survival. In the case of Easter Island, the destructive practice of carving and moving massive statues was embedded deeply in their culture. Comparisons can be made with ancient Mesopotamians who, several thousand years ago, used irrigation excessively and saw their lush lands ruined by salt. Plato, the famous philosopher of ancient Athens, lamented how Greek farmers had cut down forests and produced barren, stony land unfit for crops. Last century, US farmers handled vast farmlands unwisely, resulting in the infamous Texas Dust Bowl of the 1930s. Beginning in 1970, most of

**SOURCE 6** Photograph of some of the statues on Easter Island. These are just some of the hundreds of large statues carved from stone by the inhabitants of Easter Island hundreds of years ago.





the massive Aral Sea in central Asia dried up when government projects diverted rivers that fed the sea. This topic will describe some of the unwise and sometimes catastrophic treatments of the environment, but it will also describe those people who, like Felix, have cared for their environments.

## 5b.2 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. In what ways does Felix Finkbeiner's story contrast with the Easter Island story?
2. In what way did some cultural beliefs and practices of the Easter Islanders become destructive and dangerous?
3. What lessons might modern people learn from both stories?
4. Can you think of a common practice in Australian society today that could be seen as destructive and dangerous? If so, does that practice reflect a strong cultural belief? Explain.

### Develop source skills

5. Use **SOURCE 1** to answer the following questions.
  - (a) What was the aim of Felix's project?
  - (b) What is his bigger, global aim?
  - (c) What environmental, economic and social benefits could come from Felix's project?
  - (d) What questions would you like answered about how Felix set up his project and kept it going?
  - (e) What can you find out on the internet about what Plant for the Planet is achieving?
6. What has the designer of the poster in **SOURCE 2** tried to convey about Felix Finkbeiner and his project? How did they do this?
7. The plaster on Felix's mouth in **SOURCE 2** symbolises a statement Felix made about his work. Try to find out what that statement was.
8. What might have been the uses of the items shown in **SOURCE 3**?
9. What would you want to know to check the validity of the text's claim in section 5b.2.1 about the sustainability of traditional Aboriginal lifestyles?
10. Use **SOURCE 4** to answer the following questions.
  - (a) Place these 16 episodes (A–P) in their correct chronological order.
  - (b) Draw a simple flow chart to show a sequence of 'cause and effect' that links five of the episodes, culminating in episode E.
  - (c) Tell the story of Easter Island in five sentences.
  - (d) What do you think was the most unwise decision made by the Easter Islanders in terms of sustainability? Explain your choice.
  - (e) Ponting and Diamond both suggest that the Easter Island story has lessons for people today in terms of decisions we make about environments. Do you agree, and if so what is one such lesson?
  - (f) How can Felix's story and the Easter Island story be seen as two contrasting extremes?
  - (g) Some critics have challenged the **SOURCE 4** version of Easter Island's environmental collapse. Use an internet search to identify the objections raised by critics. How credible do the criticisms seem?
11. How does **SOURCE 5** help explain why Easter Islanders had no contact with outsiders for many centuries?
12. Why would Europeans have been amazed when they saw the statues in **SOURCE 6** about 300 years ago?
13. How can the statues in **SOURCE 6** be a warning to people living today?

## 5b.3 The background to environmental awareness

### 5b.3.1 Environmental threats

Never before in human history has there been such widespread and substantial evidence of threats to the natural environment. In many ways human society produces those threats, but is also the victim.

In its *State of the World 2013* report, the influential Worldwatch Institute identified some of the most pressing threats.

The Worldwatch Institute also pointed the finger at the major culprit — people.

The term *climate change* refers to changes in temperature and rainfall and to ‘weather events’ that are altering natural environments and threatening the lives of all species dependent on those environments — including people. This depth study topic describes the historical development of those practices that are damaging and destroying environments, the effects of those changes and the actions being proposed and taken to bring about a more sustainable world.

**SOURCE 1** Some pressing threats to the environment

[T]he shrinking of aquifers around the world as farmers are called on to produce more food while competing with other water users, the global declines of fisheries and of all biodiversity, the accelerating emergence of new infectious diseases over the last few decades, and — of course — the relentless march of warmer temperatures, higher oceans, and ever-more-intense downpours and droughts.

Worldwatch Institute, *The State of the World 2013: Is sustainability still possible?*, Island Press, Washington DC, p. 12.

**SOURCE 2** The causes of environmental threats

With exceptions in a few countries, growing human populations are eating more meat, using more carbon-based energy, shouldering aside more natural landscapes, and tapping into more renewable and nonrenewable commodities than ever before in history.

Worldwatch Institute, *The State of the World 2013: Is sustainability still possible?*, Island Press, Washington DC, p. 13.

### 5b.3.2 The Gould League of Bird Lovers (Australia)

By the end of the nineteenth century, people were forming and joining organisations to promote conservation. One notable Australian organisation was the Gould League of Bird Lovers, which was formed in 1909. Its first president was Alfred Deakin, Australia’s second prime minister. Members, including many school children, signed the Gould League pledge and were presented with certificates.

**Source 6** shows a timeline of the Gould League. It reveals how the league has changed over the past century.

**SOURCE 3** The Pledge of the Gould League of Bird Lovers, Australia, 1909

The Bird Lover’s Pledge 1909

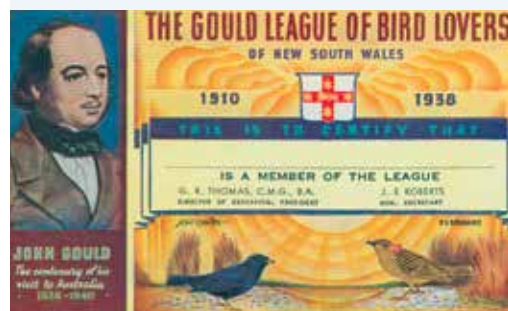
1. I hereby promise that I will protect native birds and will not collect their eggs.
2. I also promise that I will endeavour to prevent others from injuring native birds and destroying their eggs.

**SOURCE 4** Marjorie Russi remembers her Gould League certificate.

... I was born on the 16th September 1931 and started school at a little country school at Beulah Victoria, and if my memory serves me, I was presented this certificate after a walk with my class to the little creek at the back of the school to look for wild life and birds, and this was around 1941 to 1942 ... we now live at Taylor Bay at Lake Eildon ... and during the drought we have been trying to look after all the birds on my certificate, which give us much pleasure, but [I] must admit the cockatoo[s] give us a hard time as they can be so naughty, but still beautiful to see.

From Gould League, ‘Letter from Marjorie Russi’, [www.gould.org.au/html/GouldGroup-NationalGouldLeaguePledgeRe-signingEvent.asp](http://www.gould.org.au/html/GouldGroup-NationalGouldLeaguePledgeRe-signingEvent.asp), accessed 19 August 2011.

**SOURCE 5** Membership certificate of the Gould League



#### SOURCE 6 A timeline of the Gould League

- 1909 Gould League of Bird Lovers formed
- 1930 Bird and egg protection campaign results in major behaviour change
- 1967 Gould League of Bird Lovers shortens name to Gould League
- 1990 Gould League creates Australia's first recycling education centre and travelling road show. Regular and significant media exposure
- 1994 Gould League website developed — the first Australian environmental education website
- 1997 Gould League wins Wilderness Society's Award for Children's Literature
- 1998 EcoRecycle Waste Wise Schools Project launched
- 2000 Gould League promotes environmental literacy through the publication of materials for schools. Over one-third of Australian primary schools have a copy of the *Kids and Water* readers.
- 2002 Gould League commences Victorian Sustainable Schools Pilot Project
- 2003 Over 1000 schools participate in Waste Wise Schools Program. Outcomes of the program are environmental, educational, social and economic.
- 2005 Education programs take whole-school focus
- 2006 Gould Group Ltd launched. Gould Group initiates business consultancy service
- 2007 Gould Group becomes first Australian finalist in international World Energy Globe Awards
- 2008 Gould Group, together with Etech, launch Sustainability Wiz — the world's first international online climate change education program
- 2009 Gould League Centenary Celebrations

Adapted from Gould League, 'Gould Group history', [www.gould.edu.au/html/HistoryText.asp](http://www.gould.edu.au/html/HistoryText.asp), accessed 19 August 2011.

#### RETROFILE

The Gould League was named after John Gould (1804–81), an English scientist and artist who identified, drew and painted bird species in Australia. His work influenced Charles Darwin when he was developing his theory of evolution.

### 5b.3.3 The Sierra Club (United States)

The changes in the Gould League reflect the way many people changed their ideas about nature during the twentieth century. A similar change occurred in the Sierra Club, one of the first and most famous of the modern conservation groups. It was set up by US conservationist John Muir in California in 1892.

#### SOURCE 7 The mission of the Sierra Club

To explore, enjoy and protect the wild places of the earth;  
To practise and promote the responsible use of the earth's **ecosystems** and resources;  
To educate and enlist humanity to protect and restore the quality of the natural and human environment; and to use all lawful means to carry out these objectives.

From [www.sierraclub.org/policy/](http://www.sierraclub.org/policy/), accessed 30 May 2012.

The Sierra Club members had a four-fold approach to nature. They wanted nature to be 'enjoyed', 'protected', 'used responsibly' and 'restored'. The members had varying reasons. Some admired the beauty of nature; some loved hiking and other wilderness experiences; some believed the wilderness had scientific value; some felt a spiritual connection with nature; some saw nature as sacred, as their god's creation.

Right up to today, different conservationists have held on to those varied beliefs. More recently, another belief has been espoused by some — the idea that nature has intrinsic worth, a right to exist, perhaps even ‘rights of nature’ similar to the idea of ‘human rights’. As well, scientists and others have come to realise that all the elements of Earth’s ecosystems are probably essential for the health and survival of all life, including human life.

The Gould League in Australia and the Sierra Club in the United States are just two of the many conservation groups and organisations that developed over one hundred years ago. Many had very specific interests and quaint names such as the Field Naturalists Club and the Tree and Flower Lovers. Walking and hiking clubs were popular, and women took a leading role through the Melbourne Women’s Walking Club and similar groups.

Alongside these citizens’ groups were royal societies established in the various Australian colonies. They promoted scientific study and debate, including studies of subjects that focused on the natural world such as geology, botany and zoology.

### 5b.3.4 National parks

The Gould League and the Sierra Club attracted farsighted people calling for new ways of thinking about — and using — their environments. Faced with examples of damaging human activity, some of those people proposed that special places be protected from human impact and called national parks. The man depicted in **Source 8**, sitting atop a peak in Victoria a century ago, could have been one of them.

**Source 9** and **10** show extracts of two people’s thoughts about two wilderness areas. The extracts can help us to understand the motivations of the people who dreamed of creating national parks and the thoughts of those who have enjoyed them.

**SOURCE 8** Photograph of a bushwalker sitting atop the Pinnacle in the Grampians, Victoria. This photograph was taken by Robert O’Brien, a member of the Field Naturalists Club in Victoria, in the early 1900s.



**SOURCE 9** Photographer John Watt Beattie describes his fears for the future of the wilderness of Tasmania’s west coast, 1898

... the solitude of the beautiful country would be broken by the shriek of the locomotive ... for what lover of nature can stand unmoved and contemplate her glories swept away by the tide of utilitarianism, the axe and the horrid sulphur fumes. Heaven grant that we may be able to retain many solitary places in this beautiful island of ours where nature in all her grandeur will reign supreme, and where sulphur fumes, and axes and jam tins will be forever unknown.

From Drew Hutton and Libby Connors 1999, *A History of the Australian Environment Movement*, Cambridge University Press, Cambridge, p. 76.

**SOURCE 10** Journalist Arthur Groom describes his experience of Lamington National Park, Queensland, 1872

As I walked and scrambled through the Lamington National Park, sometimes with others, more often alone, I could but marvel at the contrast and grandeur, the concentration and beauty, the immense power and fertility of the soil, the tremendous variety of plant life, set aside in perpetuity for the benefit and enjoyment of the people. What foresight and vision! What great national outlook has been responsible?

From Drew Hutton and Libby Connors 1999, *A History of the Australian Environment Movement*, Cambridge University Press, Cambridge, p. 71.



**SOURCE 11** Photograph taken inside Lamington National Park, south-east Queensland



In the United States, the enormous Yellowstone National Park became the world's first national park in 1872. In 1879, the New South Wales government proclaimed Australia's first national park, south of Sydney. Today in Australia, national parks cover over 24 million hectares.

**SOURCE 12** Walking in Australia's first national park, south of Sydney



## RETROFILE

- The first national park in Australia was called simply 'The National Park'. In 1954 it was renamed 'Royal National Park' after it was visited by Queen Elizabeth II.
- Canada's first national park (the Rocky Mountains National Park) was established in 1885 and New Zealand's (the Tongariro National Park) in 1887.

### 5b.3.5 Urban environments

In late nineteenth-century Australia, while the conservation and national parks movements were flourishing, some people began to worry about urban environments. Major cities — Sydney, Melbourne, Brisbane and Adelaide in particular — were growing rapidly. **Source 13** describes some consequences.

#### SOURCE 13 Conditions in Australian cities in the late nineteenth century

The deterioration of the urban environment was rapid and extreme. The absence of any communal system of drains and sewerage or of regulation of noxious trades resulted in the pollution of ground, water and air by human effluent, industrial and animal by-products, smoke, and dust. Accounts of Australia's capital cities in the nineteenth century emphasised the stench, the fouled pathways and foetid waterways ... epidemics of tuberculosis, scarlet fever, diarrhoea, diphtheria and typhoid fever regularly swept the cities and towns in the second half of the century. The most vulnerable were children under five ... In the industrial suburbs of Brisbane and Sydney in the 1870s and 1880s **infant mortality** approached one in every two births.

From Drew Hutton and Libby Connors 1999, *A History of the Australian Environment Movement*, Cambridge University Press, Cambridge, p. 78.

Beginning in the 1870s, Australian citizens formed organisations aimed at improving urban environments and public health. They included the Australian Health Society, the Tasmanian Women's Sanitary Association and the Sanitary Reform League (NSW).

Thus, by 1900 many Australians were becoming aware of the importance of both natural environments and the many aspects of their **built environments**, such as accessibility, cost, appearance, usefulness, safety, health, comfort and sustainability in terms of impact on natural environments. Diverse groups were organising to protect, enjoy, improve and use their environments responsibly. However, while governments began to create national parks, they were also keen to promote agricultural, pastoral and industrial development. These goals often clashed and the tension between development and conservation intensified as the twentieth century unfolded. Environmental awareness and action grew dramatically as new challenges were identified but so too did disagreement and debate.

#### SOURCE 14 Photograph of the rear of a butcher's shop, Sydney, 1900



State Library of New South Wales: Call no. PXE 92/171

## 5b.3 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. How was the Gould League when it was first started more limited than the Sierra Club in its vision and activities?
2. What were three ways in which the Gould League's vision and activities became broader?
3. Why was the establishment of national parks a significant development?
4. What particular environmental problems emerged as Australian cities grew?

### Develop source skills

5. Refer to **SOURCES 1** and **2** and answer the following questions.
  - (a) From the two Worldwatch Institute sources, select one 'threat' and link it with one 'cause'.
  - (b) What threats seem to be examples of climate change?
  - (c) Give one example of how modern families are 'using more carbon-based energy' than in previous generations.
6. Refer to **SOURCE 3** and answer the following questions.
  - (a) What were two aims of the Gould League?
  - (b) Why do you think the league placed such importance on birds' eggs?
7. Refer to **SOURCE 4** and answer the following questions.
  - (a) What special experience did Marjorie have at school?
  - (b) Is there evidence that the experience had a lasting effect on Marjorie? Explain.
  - (c) Have you had any similar experience during your school life? If so, describe what it was and how you felt about it.
  - (d) Why might many Australian school students today not have an opportunity like Marjorie's?
8. Refer to **SOURCE 5** and answer the following questions.
  - (a) How has the certificate been made to look impressive?
  - (b) What historical information about John Gould does this certificate provide?
9. (a) From the timeline in **SOURCE 6**, select one event to demonstrate each of the following significant steps in the history of the Gould League.

Significant step in the history of the Gould League	Event (and date) selected from timeline
The Gould League has its first major success.	
The Gould League widens its interests.	
The Gould League influences many school children.	
The Gould League begins to influence companies.	
The Gould League adopts modern technologies.	

- (b) What name change occurred in 1967? Why do you think that decision was made?
10. Refer to **SOURCE 7** and answer the following questions.
    - (a) What do you think is one way to 'practise the responsible use of the Earth's ecosystems and resources'?
    - (b) What is one way in which 'wild places of the Earth' could be protected?
    - (c) When the Sierra Club was formed over a century ago, some people could have seen its aims as a threat to their jobs. What jobs might have been threatened and how?
  11. Refer to **SOURCE 8** and answer the following questions.
    - (a) How can this photograph help explain the popularity of bushwalking in early Australia?
    - (b) Do you think the word 'grandeur' applies to this scene? Explain.
  12. Refer to **SOURCE 9** and **10** and answer the following questions.
    - (a) Both authors in **SOURCES 9** and **10** refer to the 'grandeur' of nature. What do you think they meant by that?
    - (b) Beattie fears the beautiful countryside will be ruined by 'sulphur fumes, axes and jam tins'. What human activities involve those three items? How could they ruin a beautiful environment?
    - (c) What is described in **SOURCE 10** as the main benefit of national parks?
    - (d) *Utilitarianism* is the belief that something is valuable because it is useful for people. Beattie thought nature was valuable in a different way. What way was that?
  13. How does this scene in **SOURCE 11** match Groom's description in **SOURCE 10**?
  14. Refer to **SOURCE 12** and answer the following questions.
    - (a) Why might this have been a very popular place to visit?
    - (b) The photograph is undated. What clues are there to its approximate date? When do you think it was taken?



15. Refer to **SOURCE 13** and answer the following questions.
- (a) What are the major pollutants mentioned in the source?
  - (b) What does 'regulation of noxious trades' mean? Why was the absence of regulation dangerous?
  - (c) What primary sources might the authors have located and used as the basis for their descriptions?
  - (d) What factors make Australian cities today generally cleaner and healthier?
16. Refer to **SOURCE 13** and **14** and answer the following questions.
- (a) The photograph in **SOURCE 14** shows the rear of a butcher's shop in Sydney in 1900. Try to locate the sausages, the table for cutting meat and the two **outhouse toilets**. Where might workers have washed their hands?
  - (b) The shop was photographed by health authorities during a campaign to fight a bubonic plague epidemic that had spread through the city. Why might the health authorities have been interested in this particular shop?
  - (c) Find two statements in **SOURCE 13** that might be related to this location.
  - (d) What recommendations do you think the authorities would have made to the butcher shop owner?

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Complete this digital doc: Worksheet 5b.3 Early conservation movements (doc-23165)

# 5b.4 The intensification of environmental effects

## 5b.4.1 A growing concern

It is not surprising that Australians, and people around the globe, became more aware of their environments as the twentieth century unfolded. Some dramatic changes after 1900 seemed to be causing unprecedented impacts on natural and built environments. This was particularly true in Western industrialised societies, where the effects of industrialisation and urbanisation were most vivid and most worrying. Many people sensed that all was not well with the Earth. From about 1960, many popular songs reflected that feeling.

Some of these songs date back to the 1960s. The lyrics suggest that, in some Western societies at least, there was a growing concern about the effect of people on the natural world and, in some cases, on people's social environments. At the same time, some leading thinkers were voicing similar concerns and publicising them in some best-selling books. Those thinkers noted some troubling features of the world in the latter half of the twentieth century, particularly the growing population.

**SOURCE 1** A list of popular songs with an environmental focus.

***Don't it make you want to go home*** — Joe South  
***Mercy, mercy me*** — Marvin Gaye  
***Big yellow taxi*** — Joni Mitchell  
***Saltwater*** — Julian Lennon  
***Tar and cement*** — Verdelle Smith  
***Eve of destruction*** — Barry McGuire  
***Where do the children play?*** — Cat Stevens  
***Earth song*** — Michael Jackson  
***Traffic jam*** — James Taylor  
***Don't go near the water*** — Johnny Cash  
***River runs red*** — Midnight Oil

**SOURCE 2** Photograph of road traffic in Greensborough, Victoria, 2007

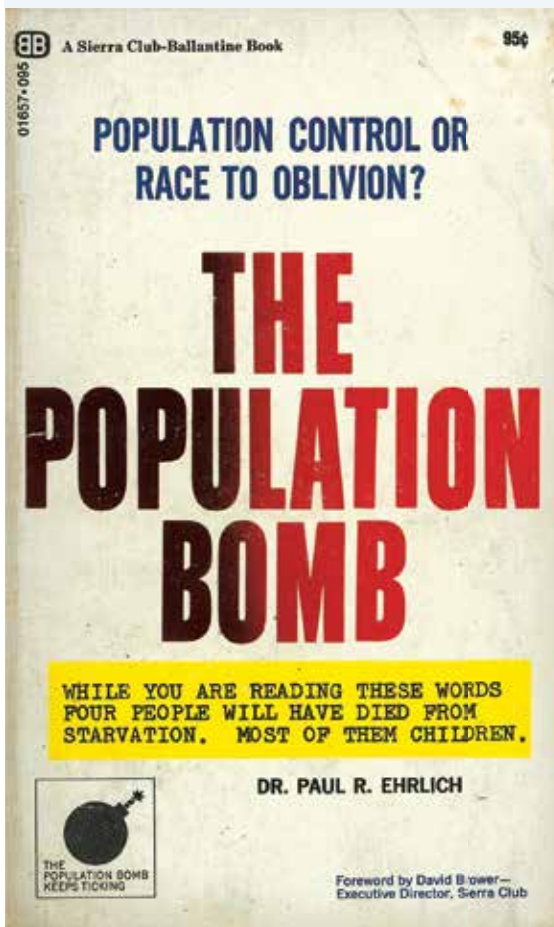


## 5b.4.2 Population and environment

In 1968 in his book *The Population Bomb*, Paul Ehrlich made a startling announcement. He predicted that if the world's population continued to grow at the current rate for another 900 years, there would be



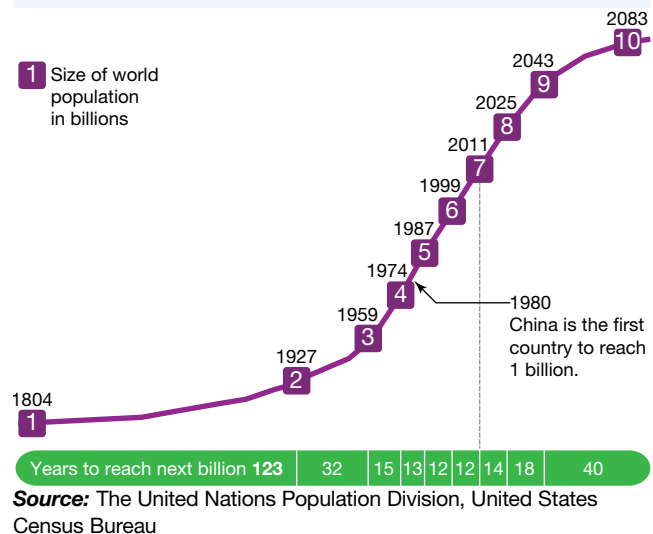
**SOURCE 3** The cover of the book *The Population Bomb*, 1968



60 million billion people on Earth. There would be 100 people for every square yard of the Earth's surface (land and sea)! Obviously, as Ehrlich pointed out, this could never happen.

But Ehrlich (who co-authored the book with his wife Anne) was alarmed by their study of population growth rates throughout history. **Source 4** shows how the world's population has grown since early last century and might continue to grow.

**SOURCE 4** Seven billion and beyond: the growth of the world population and future predictions



In 1968, when the world population was edging towards four billion, Ehrlich issued the warning in **Source 5**.

**SOURCE 5** Paul Ehrlich explains why he is worried about too many people, 1968.

We of the affluent nations are beginning to realise that the undeveloped countries of the world face an inevitable population-food crisis. Each year food production in undeveloped countries falls a bit further behind burgeoning population growth, and people go to bed a little bit hungrier. While there are temporary or local reversals of this trend, it now seems inevitable that it will continue to its logical conclusion: mass starvation. The rich are going to get richer, but the more numerous poor are going to get poorer. Of these poor, a minimum of three and one-half million will starve to death this year, mostly children. But this is a mere handful compared to the numbers that will be starving in a decade or so. And it is now too late to take action to save many of those people ...

From [www.uow.edu.au/~sharonb/STS300/limits/writings/ehrllichread.html](http://www.uow.edu.au/~sharonb/STS300/limits/writings/ehrllichread.html) ch1.

Ehrlich was almost certainly wrong in his prediction. The rate of world population growth peaked around 1990. After that, the rate slowed but the population still continued to grow. The US Census Bureau (USCB) noted that it reached seven billion in late 2011 and estimated it would reach eight billion by 2025 and nine billion by 2043. Ehrlich also predicted massive starvation in undeveloped countries. While not reaching the scale he predicted, starvation is a tragedy affecting millions. In **Source 6**, the **United Nations** World Food Programme sums up the situation.

The United Nations (UN) report refers to ‘undernutrition’ as having a diet that lacks sufficient nutrition for good health. A related term is ‘malnutrition’ (meaning ‘bad nutrition’). Malnutrition can be caused by lack of food, but it can also be caused by a diet that, although plentiful, lacks nutritional value or contains unhealthy foods. Such diets (often including ‘junk foods’ high in salt, sugar and fat) are causing increasing health problems in wealthy societies.

**SOURCE 6** Some dramatic statistics about world hunger

1. Approximately 925 million people do not have enough to eat and 98 per cent of them live in developing countries.
2. Approximately 65 per cent of the world’s hungry live in only seven countries: India, China, the Democratic Republic of Congo, Bangladesh, Indonesia, Pakistan and Ethiopia.
3. Undernutrition contributes to five million deaths of children under five each year in developing countries.

From United Nations World Food Programme, ‘Hunger stats’,  
[www.wfp.org/hunger](http://www.wfp.org/hunger), accessed 22 January 2011.

**RETROFILE**

When Paul Ehrlich wrote *The Population Bomb*, the terms ‘undeveloped’ or ‘underdeveloped’ were commonly used to describe countries (mainly in Africa and Asia) that had not industrialised and that had poorer economies and lower standards of living. These are now seldom used as they are considered to be insulting terms, as are the alternatives ‘first world’ and ‘third world’. The division between such nations is now more usually termed ‘developed’ and ‘developing’. Increasingly, the terms ‘minority world’ and ‘majority world’ are used, acknowledging that the affluent, industrialised nations of the world are in a minority. The terms ‘North’ and ‘South’ are also used, but they are not exact geographically.

### 5b.4.3 More than raw numbers

In the decades since Ehrlich wrote *The Population Bomb* it has become clear that the ‘population problem’ is not simply one of huge numbers and massive starvation. The health of the global environment and the wellbeing of the human race are threatened not only by how many people there are, but also by what they do. In 1987 that idea was promoted in a landmark report, *Our Common Future*, by the World Commission on Environment and Development (WCED). An Australian edition followed in 1990. Read what the WCED said about population in **Source 7**.

Visiting Australia in 2011, Ehrlich repeated his warnings of a crisis and offered a new angle on the problem of population (see **Source 8**).

Australia is one of the industrial countries described by the WCED. Australia’s population is relatively small, but it places great ‘pressure on natural resources’.

**SOURCE 7** The WCED makes a key point about people and resources in its report *Our Common Future*.

**Population and human resources**

Present rates of population cannot continue. They already compromise many governments’ abilities to provide education, health care and food security for people ... This gap between numbers and resources is all the more compelling because so much of the population growth is concentrated in low-income countries, ecologically disadvantaged regions, and poor households.

Yet the population issue is not solely about numbers ... An additional person in an industrial country consumes far more and places far greater pressure on natural resources than an additional person in the Third World.

From World Commission on Environment and Development, *Our Common Future (Australian edition)*, Oxford University Press, Melbourne, 1990, p. 139.

**SOURCE 8** Transcript of Paul Ehrlich being interviewed on *The World Today* on ABC Radio National, 31 October 2011

ELEANOR HALL: You say that the next two billion people on the planet will have a more damaging effect than the last two billion. Why would that be?

PAUL EHRLICH: Well, because human beings are smart and we pick the low-hanging fruit first. For example, we didn't start farming marginal land and move gradually towards the river valleys. We started in the river valleys and now each person you add has to be fed from food grown on more marginal land, has to drink water that is transported further or desalinated or purified more rather than just drinking it right out of the rivers ...

#### 5b.4.4 Australian lifestyles and environmental effects

For many, the Australian dream includes their own home on their own block of land. But from an environmental point of view that dream can produce problems. In September 2011, writer Tim Soutphommasane wrote in *The Australian* ('Well-off nation cries poor, and demands that its government help') that 'new Australian homes are on average the largest in the world in terms of floor size'. The average Australian floor size, he reported, was more than twice the average in Ireland and Sweden and almost three times the average in Britain. In the *Year Book Australia, 2005*, the Australian Bureau of Statistics (ABS) described how Australian homes had changed: 'Over time the typical house in Australia has evolved from having three bedrooms, one bathroom and separate living areas into a more open plan, including a fourth bedroom and ensuite facilities. Popular extras, such as rumpus rooms, walk-in wardrobes, walk-in kitchen pantries and the like, may add to the overall size of modern homes.'

The statistics are revealing. In the last 40 years, the average floor area of new houses has increased by about 40 per cent. Although people might appreciate the benefits of more spacious homes, there are environmental costs: larger houses require more building materials; they require more energy for lighting, for heating in winter and for cooling in summer; and they consume more resources for maintenance such as cleaning and painting.

There is also a bigger picture. Not only has the average home become larger, but the average residential allotment has become smaller. Houses occupy a greater percentage of the allotment, leaving less open space around the house.

**SOURCE 9** Aerial photograph of an old suburban area in Brighton, Victoria, 1975





**SOURCE 10** Aerial photograph taken in 2015 of the same Brighton area, after development



**SOURCE 11** Aerial photograph of recent suburban development in Sydenham, Victoria, 2015



Images created by Spatial Vision based on information by The Victoria State imagery capture program.

Professor Tony Hall investigated the complex issue of the ‘shrinking backyard’ caused by increasing house sizes in Australia (see **Source 12**).

**SOURCE 12** Professor Tony Hall’s summary of key points from his book *The Life and Death of the Australian Backyard*, 2010, CSIRO Publishing

Why should this be seen as a problem? The answer is that the shrinkage of the backyard has reduced the amenity of the property in terms of outlook from the dwelling and facilities for outdoor recreation around the home, especially for young children. Moreover, the disadvantages go way beyond the lifestyles of the occupants. The consequent reduction in vegetation, especially tree cover, around the dwelling has led to a loss of biodiversity and an increase in run-off of storm water. The microclimate becomes hotter and this, in turn, requires more air-conditioning and increased energy use.



While increased house sizes and shrinking backyards can produce disadvantages, the trend towards smaller allotments can have some environmental advantages. For the occupants, less energy and less water are needed to maintain smaller gardens and lawns. It is less expensive to provide services — roads, drains, footpaths, water, power, telephone lines, broadband cabling, rubbish collection — to suburbs that are more compact. Authorities can also justify (and more easily pay for) the provision of public transport services to an area if it contains a larger population. More compact towns and cities also mean that people travel shorter distances for work, education, shopping and recreation — with savings in energy and reductions in pollution.

House size and allotment size are only part of the story of the environmental impacts of housing. What people do in their homes is also important.

### 5b.4.5 Home life

Throughout the past century, there were major changes in the everyday lives of most Australians. One notable change has been the increasing use of air-conditioners in people's homes. In 1966, air-conditioning could be found in 12 per cent of Australian homes. By 1986 it had reached 36 per cent. Today it is estimated to be over 65 per cent. Just as air-conditioning has become increasingly common in Australian homes, so has the uptake of many appliances and devices that were unheard of, or rare, in the middle of last century. These include televisions, microwaves, freezers, computers, mobile phones and social media devices. They are all manufactured, transported, used and eventually disposed of — steps that can involve substantial resources and energy use. They also need to be powered, often with electricity generated by coal-fired power stations.

**SOURCE 13** Clive Hamilton, Professor of Public Ethics at the Centre for Applied Philosophy and Public Ethics, describes the way many modern Australians live.

Most people are prosperous beyond the dreams of their parents and grandparents. The houses of typical families are bigger than ever and are filled with big-screen TVs and DVDs and racks of unused clothes. They are centrally heated and air-conditioned; many have swimming pools or pool tables; most have unused rooms; expensive cars are parked outside. It is nothing for an average parent to spend several hundred dollars on a present for a child or to buy them a personal mobile phone.

From Clive Hamilton 2003, *Growth Fetish*, Allen and Unwin, Crows Nest, p. xi.

### 5b.4.6 Moving around

When people leave their homes, they choose transportation methods that also have environmental consequences. In the past century, the most significant development in personal transportation has been the increase in private cars. In **Source 14**, the ABS describes that change.

The ABS also published in *Year Book Australia, 2005* statistics on the number of passenger kilometres travelled by Australians in automobiles. Again, the increase was dramatic: from about 20 billion kilometres in 1950 to about 50 billion in 1965, 100 billion in 1983, 150 billion in 1994 and 175 billion in 2002. Along with all the other environmental impacts of that increase, it produced a massive increase in petrol consumption.

**SOURCE 14** The increasing use of private cars

In the 50 years since the end of World War II, Australian cities have been transformed from fairly tight knit 'core-and-spoke' configurations, to sprawling suburban low-density configurations ...

The number of motor vehicles registered is increasing, and urban design tends to encourage their use with the construction of freeways and dispersed housing.

Since the 1950s the number of private cars has risen dramatically, and continues to do so ... In 2003 there were 10.4 million registered cars and station wagons, compared with 769 000 in 1950 and 76 000 in 1920. This dramatic rise in private car ownership has been accompanied by a corresponding shift away from the use of urban public transport.

From ABS 2005, *Year Book Australia, 2005*, 'Use of urban and public transport in Australia', <http://www.abs.gov.au>.

### 5b.4.7 Ecological footprint

A modern measure of people's impact on the environment is their *ecological footprint*. Put simply, the ecological footprint is a measure of how much *biologically productive space* each person requires to sustain their current lifestyle. It is measured in global hectares (gha), each roughly the size of a football field. Experts claim that there is sufficient biologically productive space on Earth for each person's footprint to be about 2.2 gha. However, Australians' average footprint is 6.6 gha. It is estimated that, if everyone on Earth were to live like Australians, we would need four extra planets to support them. The average ecological footprint of poorer nations is 0.8 gha. These figures suggest that countries like Australia are the ones that need to reduce their ecological footprints.

### 5b.4.8 Beyond the personal

Much of the focus of this subtopic has been on the everyday lives of Australians. In studying environmental impacts, there is much more to consider.

Within Australia, individuals are immersed in complex systems and structures that all make demands on the environment. They include vast transportation systems of roads, railways, seaports and airports, along with equally vast communication systems (for example, telephone and data cables and telecommunications towers) and energy and resource systems (for example, power stations, power distribution networks, water storage and distribution, waste collection and treatment). They also include the infrastructure of material production (for example, factories), administration (for example, office blocks), retail services (for example, shopping centres), entertainment and leisure (for example, theatres and sporting fields) and services (for example, schools and hospitals). All of these systems and structures contribute to the ecological footprint of all Australians.

Beyond our shores, Australians are connected to similar systems of production and distribution in other countries. There, for example, factories produce vast quantities of goods that are shipped to Australia and other countries. In some cases, those goods are made from Australian resources (such as coal, iron, wool and timber) that have been shipped to the overseas factories. People too are on the move globally in huge numbers as workers and tourists. All of these activities have environmental impacts. The available evidence seems to show that humans, especially in wealthier countries, are having too great an impact on their environments.

**SOURCE 15** A cartoonist's comment on life in the wealthier countries of the world



### 5b.4.9 Some Australian responses

Since European occupation began, farming has been extremely important in Australia. It has underpinned economic prosperity and the development of rural towns and cities. However, the lure of the cities has often led to a decline in rural populations. Drought, floods and other environmental challenges have accelerated that decline. Yet, at key times in history, various 'back-to-the-land' movements have emerged, trying to reverse the trend. In the aftermath of World War I, returning soldiers were granted land in soldier settlements. In the 1930s, the Great Depression caused people to seek new livelihoods on farms. During the tumultuous 1960s, back-to-the-land was a feature of a counter-cultural movement that pursued a vision of peaceful, sustainable communities. In the past two decades a revitalised back-to-the-land movement has emerged, largely reacting to the unsustainability of urban lifestyles and embracing a desire to 'live lightly on the land'. Advocates of back-to-the-land, especially in recent years, have often adopted more sustainable farming practices such as permaculture and organic farming. The term *permaculture* was coined by Australian Bill Mollison in the 1970s.

**SOURCE 16** Bill Mollison defines permaculture

Permaculture (permanent and agriculture) is the conscious design and maintenance of agriculturally productive ecosystems which have the diversity, stability, and resilience of natural ecosystems. It is the harmonious integration of landscape and people providing their food, energy, shelter, and other material and non-material needs in a sustainable way ...

The philosophy behind permaculture is one of working with, rather than against, nature; of protracted and thoughtful observation rather than protracted and thoughtless action; at looking at systems in all their functions, rather than asking only one yield of them; and of allowing systems to demonstrate their own evolutions.

Bill Mollison 1988, *Permaculture: A Designers' Manual*, Tagari Publications, Tyalgum, pp. ix–x.

Despite its name, permaculture involves more than farming. It advocates changes not only in agriculture (for example, moving away from broad-acre monoculture), but also in consumption (having sufficient rather than excess) and housing (reducing house sizes and using sustainable and efficient construction materials such as rammed earth and straw bales). Adopting permaculture means following Mollison's three basic principles — care of the Earth, care of people, and setting limits to population and consumption.

Organic farming is a feature of permaculture and has become an increasingly mainstream practice. Health-conscious citizens, especially in wealthier countries such as Australia, are seeking out organic products in shops and markets. Peter Bennett is a leading Australian advocate of organic farming. In the foreword to Bennett's book *Organic Gardening*, Dr Peter Ellyard describes the damage done by conventional farming.

**SOURCE 17** Dr Peter Ellyard describes the environmental impact of conventional farming

In agriculture, we reduced soil to a system designed to do little else than physically hold up the plant and to provide it (rather poorly) with water. The dark side includes soil degradation and biologically impoverished soils, the fertilizer-induced pollution of water resources, the poisoning of non-target species by pesticides and the development of ever-increasing high levels of pesticide resistance.

Peter Bennett 1999, *Organic Gardening, Sixth edition*, New Holland Publishers, Sydney, p. 7.

Peter Bennett's response to this 'dark side' was to promote organic farming and gardening. In **Source 18** he describes the organic approach.

**SOURCE 18** Peter Bennett defines organic gardening

[A]ll too frequently the blatant misuse of agricultural and horticultural chemicals has provided the major ingredient of the poisoned pie.

In stark contrast to all this, organic gardening embraces only sound ecological principles of soil husbandry, biological control of pests, management of habitat, the avoidance of conventional chemical fertilisers and the absolute minimal use of non-poisonous pesticides.

Peter Bennett 1999, *Organic Gardening, Sixth edition*, New Holland Publishers, Sydney, p. 10.

'Back-to-the-land' movements, permaculture and organic farming are significant responses to environmental threats. But they are only one part of the search for a more sustainable future. In the remainder of this topic you will learn about other environmental challenges and proposed solutions.

## 5b.4 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. Some popular songs can describe familiar features of a society and also pinpoint some problems that result. Demonstrate this claim with reference to one song listed in this subtopic and one other song with which you are familiar.
2. Compare what Paul Ehrlich wrote about population in 1968 (**SOURCE 5**) with what he said in 2011 (**SOURCE 8**). How does his focus seem to have changed between those two years? How might that change be explained?
3. Australian homes are becoming larger and the building allotments are becoming smaller. Why are the environmental impacts of these changes mixed (i.e. some are beneficial while some are adverse)? Apart from environmental impacts, what other effects are worth noting?
4. What is meant by a country's ecological footprint? What are some of the factors that cause Australia's ecological footprint to be among the world's highest?
5. Note the dramatic increase in kilometres travelled in cars by the Australian population between 1950 and 2002. Apart from the use of petrol, what are the direct and indirect ways in which that increase would harm both the natural and social environments?
6. Could some governments, companies and individuals be reluctant to make changes that are environmentally and socially beneficial because the changes would be against their other interests? Explain.

### Research and communicate

7. Using the internet, research the most recent predictions of global population growth and the current statistics on deaths from famine and starvation. Given your findings, should the publication of Paul Ehrlich's *The Population Bomb* be seen as a significant event historically? Give reasons.

### Develop source skills

8. Use the internet to find and read the lyrics of a number of the songs listed in **SOURCE 1** and answer the following questions about each.
  - (a) What environmental or social problems are identified in the song?
  - (b) Who or what seems to be responsible for causing the problems?
  - (c) What are the effects of the problem on environments and people?
  - (d) Has the writer used particularly effective language and expression to convey the song's message? If so, give an example.
  - (e) If possible, locate an audio or video performance of the song. Comment on how effectively the music enhances the impact of the song.
  - (f) Does the song seem to be a valid commentary on the problems it describes? To help you answer this question, find out when the song was written and whether it was intended to describe a specific place or situation.
  - (g) In the years since the song was written, what has happened to the scale and significance of the issues it identified?
  - (h) What recent examples do you know of popular songs with environmental messages? How do they compare with the older songs listed in **SOURCE 1**?
  - (i) Do you think that popular songs can be effective in influencing people's ideas and actions? Explain your response.
9. Refer to **SOURCE 2** and answer the following questions.
  - (a) This photo shows heavy traffic on a busy road. Judging by song title alone, which song probably matches this image? As you study the songs, try to find at least one other that matches this image of a busy road.
  - (b) Roads, vehicles and driving have been celebrated in some songs over the years, while also lamented in other songs such as *Traffic jam*. Try to locate some popular songs that celebrate roads, cars, motorbikes and bicycles. What thrills and pleasures do the songs describe? How can some thrills and pleasures have environmental and social costs?
10. When there are two (or more) sides to an issue, could it be harder for governments to take action to reduce or eliminate the problem? Can you think of an example of such an issue? Explain your answer.
11. Refer to **SOURCE 3** and answer the following questions.
  - (a) What tragedy is already unfolding, according to the cover in **SOURCE 3**?
  - (b) How has the designer tried to convey the urgency of the problem?
  - (c) Is a bomb an effective symbol to use for this book? Explain.



12. Refer to **SOURCES 3** and **4** and answer the following questions.
  - (a) When did the world population reach one billion?
  - (b) When Ehrlich wrote *The Population Bomb* in 1968, what was the approximate population?
  - (c) The figures for 2025, 2043 and 2083 are predictions. What ongoing information could have been used to make these predictions?
  - (d) What might explain the predicted slowing of the increase after 2011?
13. According to Ehrlich in **SOURCE 5**, why is population a problem?
14. Ehrlich predicted that the population would double in 37 years. Check the dates in **SOURCE 4** for populations of four billion and eight billion. How many years do they span? What does that suggest about Ehrlich's prediction?
15. Does point 3 in **SOURCE 6** match the claim in **SOURCE 5** about 'a mere handful'? Explain your answer.
16. Refer to **SOURCE 7** and answer the following questions.
  - (a) Looking at the source, on which points does the WCED seem to agree with Ehrlich?
  - (b) Why might people in 'ecologically disadvantaged regions' be more likely to suffer in terms of 'education, health care and food security'?
  - (c) Ehrlich wrote that 'the rich are going to get richer' while many poor people starve. But what different point did the WCED make about the rich?
  - (d) List some ways in which a person in an industrial country 'places far greater pressure on natural resources'.
17. Refer to **SOURCE 8** and answer the following questions.
  - (a) What does Ehrlich mean by 'we pick the low-hanging fruit first'?
  - (b) How does that cause problems when more people need to be fed?
18. The allotments in **SOURCE 9** were created over a hundred years ago. What is notable about the size of the backyards?
19. How do the backyards in the area in **SOURCE 10** compare with those in **SOURCE 9**?
20. Use **SOURCES 9, 10** and **11** to answer the following questions.
  - (a) Using **SOURCE 11**, locate the rear boundary fences that run just behind the backs of the houses. What do you notice about the amount of open space surrounding the houses?
  - (b) Compare the open space surrounding the houses in the three sources. What historical trend seems to have occurred over time?
  - (c) What feature found in all three sources can you compare to determine whether the scale of the photos is the same?
  - (d) Three photographs are not necessarily representative of the wider situation. What does the text in this subtopic say about the changing size of housing allotments in Australia? Does the text match what is shown in these photographs? Explain your answer.
  - (e) What are the environmental pros and cons of smaller allotments? What are the social and financial pros and cons?
  - (f) Which of the songs listed in **SOURCE 1** mentions a problem resulting from small allotments?
21. Tony Hall identifies at least six adverse effects in **SOURCE 12**. What are they? Which are social, environmental or financial?
22. For larger backyards to be produced in future house developments, what different choices would people need to make about their house size and design?
23. Refer to **SOURCE 13** and answer the following questions.
  - (a) In the source, Hamilton claims this description fits 'most', 'typical' and 'average' Australians. Do you think that claim is true? How could you find evidence to check the claim?
  - (b) Do you think that most people who live like this would be pleased and proud? Explain your answer.
  - (c) In his book, Hamilton describes this lifestyle as a problem. What do you think his reasons are?
24. Use **SOURCE 14** to answer the following questions.
  - (a) By what factor did car registrations in Australia grow between 1920 and 1950, between 1950 and 2003, and between 1920 and 2003?
  - (b) How has the design of Australian cities encouraged an increase in car use?
  - (c) What environmental effects would result from such dramatic increases in car use? (Think about car manufacture, maintenance, use and disposal. Think also about the provision of infrastructure to facilitate car use in both urban and rural areas.)
  - (d) What factors might cause Australians in various situations to use private motor cars rather than public transport? Why is this question such a complex one?
25. Use **SOURCE 15** to answer the following questions.
  - (a) How has the cartoonist created an impression of excess consumption?
  - (b) What has the cartoonist suggested by including the three things being thrown?
  - (c) Do you think this is a fair comment on the lifestyle of some or many Australians? Explain your answer.

26. Permaculture is a response to the types of problems described in the *State of the World 2013* report (**SOURCES 1** and **2**) in subtopic 5b.3. Re-read the sources from that report. Find examples of what Mollison calls 'protracted and thoughtless action'.
27. In **SOURCE 18**, what do you think Bennett is referring to in the words 'the poisoned pie'?
28. Select three aspects of the 'dark side' described by Peter Ellyard in **SOURCE 17** and match each with an organic solution proposed by Peter Bennett in **SOURCE 18**.
29. Given Bennett's definition in **SOURCE 18**, why might organic produce be healthier, but also more expensive, than the produce of conventional farms and gardens?

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Complete these digital doc: Worksheet 5b.4 Population bomb (doc-23166)  
Worksheet 5b.4 Australian lifestyle (doc-23167)

# 5b.5 Growth and influence of the environment movement

## 5b.5.1 New ways of thinking about the Earth

In 1968, for the first time ever, people saw an image of the Earth photographed from space. The photograph was taken by the US *Apollo 8* space mission.

Two decades before the *Apollo 8* mission, James Lovelock had formulated his 'Gaia hypothesis'. It proposed that the Earth should be thought of as a single, huge organism in which all elements — non-living and living, including people — interact. The *Apollo 8* photograph can be seen as symbolising that thesis. Lovelock's thesis influenced thinking about how the health of the **biosphere** can be maintained.

### RETROFILE

The US *Apollo* space program involved a series of space expeditions. These culminated in the first human landing on the moon by the crew of *Apollo 11* in 1969, with Neil Armstrong taking the first steps onto the moon's surface. Apollo was one of the most powerful of the ancient Greek and Roman gods.

**SOURCE 1** The photograph of the Earth taken by the crew of the US *Apollo 8* space mission, 1968



**SOURCE 2** Comments from the United Nations World Commission on Environment and Development (WCED) on the *Apollo 8* photograph of the Earth, 1987

In the middle of the twentieth century, we saw our planet from space for the first time. Historians may eventually find that this vision had a greater impact on thought than did the **Copernican revolution** of the sixteenth century, which upset the human self-image by revealing that the Earth is not the centre of the universe. From space, we see a small and fragile ball dominated not by human activity and edifice but by a pattern of clouds, oceans, greenery and soils. Humanity's inability to fit its doings into that pattern is changing planetary systems, fundamentally. Many such changes are accompanied by life-threatening hazards. This new reality, from which there is no escape, must be recognised — and managed.

From United Nations World Commission on Environment and Development 1987, *Our Common Future (Brundtland report)*, Oxford University Press, Oxford, p. 18.

The WCED, despite its strong statement about ‘life-threatening hazards’, was still optimistic. Its report, it explained, was ‘not a prediction of ever increasing environmental decay, poverty and hardship in an ever more polluted world among ever decreasing resources’. Rather, it asserted that ‘people can build a future that is more prosperous, more just, and more secure’. However, as the report made clear, that would happen only if most people changed some ways they were thinking and some things they were doing.

### 5b.5.2 Different ways of thinking

Not everyone who saw the image of Earth from space changed their ideas about the Earth’s environment. Many held on to older ideas that had persisted for centuries. The activities for **Sources 4** and **5** will help you explore both types of ideas.

**SOURCE 3** Not everyone agrees about the value and treatment of trees.

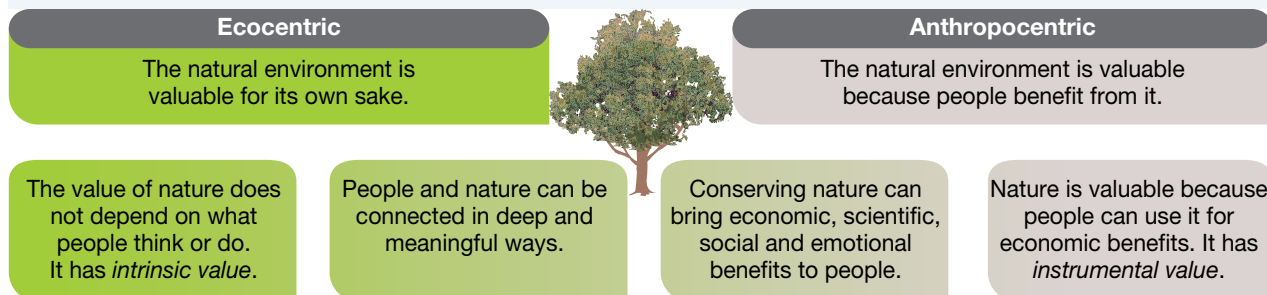


**SOURCE 4** Different ideas about the environment

Look at the tree in **SOURCE 3**. Imagine that some people want to cut down the tree, while others do not. Here is a list of 14 statements by people explaining what they think and feel about the tree.

1. I could cut this tree down and sell the timber.
2. I feel connected to this tree in a deep way.
3. The tree obstructs my view of the mountains in the distance.
4. The tree is a part of the global ecosystem and should be preserved.
5. The tree should be preserved because scientists might find its oils can relieve pain.
6. I enjoy chopping down trees for exercise.
7. We should respect trees as part of God’s creation.
8. This tree is in my backyard, and increases the property’s value.
9. Trees have a right to exist, just like humans do.
10. This tree stops soil erosion, which can damage properties and farms.
11. Lots of birds and some animals use this tree for food or shelter.
12. The beauty of this tree enriches my emotional life.
13. This tree belongs to someone else, so I have no right to cut it down.
14. Our family has summer picnics in the shade of this tree.

#### SOURCE 5 A spectrum of attitudes to nature



### 5b.5.3 A Cornucopian view of the world

In Western countries, the belief that nature is a valuable resource to be exploited by humans became very powerful during the past 300 years. The belief was fuelled by the scientific revolution of the eighteenth century, the Industrial Revolution of the nineteenth century and the technological revolution of the twentieth century. During these centuries, scientific knowledge, combined with ingenuity and inventiveness, produced unprecedented changes in the lives of most people on Earth. Only 200 years ago, people could not move faster than a horse could carry them, could not speak with another person unless both were physically present, could not hear recorded sound, could not see a photographic image and had no knowledge of steel, aluminium or plastic.

These unprecedented changes brought many improvements to the lives of many people. Some, thinking that the world's resources were limitless, maintained a traditional **Cornucopian** view of the world. Nature, they believed, would keep on providing what people needed to live happy, healthy and comfortable lives. When the Cornucopian view of the world was challenged in the face of environmental damage or resource depletion, a common response was that human ingenuity and inventiveness would solve any future problems — a belief labelled 'technological optimism'.

#### SOURCE 6 A Cornucopian image



#### RETROFILE

The term *Cornucopia* is from Greek mythology and is depicted as a goat's horn filled to overflowing with flowers, fruit and grain. This image is still used today as a powerful symbol of prosperity.

### Challenging the Cornucopian view

One book is credited with shaking Cornucopian and technologically optimistic beliefs. In 1962, the US marine biologist Rachel Carson published *Silent Spring*. She began the book by describing a fictional American town (see **Source 7**).

Rachel Carson, quoting a famous poem by John Keats, described how 'no birds sing' in her fictional town. But no 'evil spell' was to blame. Rather, the explanation lay in 'sprays, dusts and aerosols ... applied almost universally to farms, gardens, forests and homes'. Her vivid image of a 'silent spring' captured the public imagination. The book prompted new ways of thinking about people and their environments and helped launch the modern environment movement.



**SOURCE 7** Rachel Carson describes the 'silent spring' in a fictional US town.

There was once a town in the heart of America where all life seemed to live in harmony with its surroundings. The town lay in the midst of a checkerboard of prosperous farms, with fields of grain and hillsides of orchards where, in spring, white clouds of bloom drifted above the green fields. In autumn, oak and maple and birch set up a blaze of colour that flamed and flickered across a backdrop of pines. The foxes barked in the hills and deer silently crossed the fields, half hidden in the mists of the autumn mornings ... Even in winter the roadsides were places of beauty, where countless birds came to feed on the berries and on the seed heads of the dried weeds rising above the snow ...

Then a strange blight crept over the area and everything began to change. Some evil spell had settled on the community: mysterious maladies swept the flocks of chickens; the cattle and sheep sickened and died. Everywhere was a shadow of death. The farmers spoke of much illness among their families. In the town the doctors had become more and more puzzled by new kinds of sickness appearing among their patients. There had been several sudden and unexplained deaths, not only among adults but even among children, who would be stricken suddenly while at play and die within a few hours.

Source: Rachel Carson 1962, *Silent Spring*, Houghton Mifflin, Boston, p. 21.

### 5b.5.4 Key environmental ideas

In environmental discussions and debates, some of the most important environmental concepts are conservation; limits to growth; and sustainability, sustainable growth and intergenerational equity.

#### Conservation

*Conservation* means maintaining the quality of an environment. The Australian Conservation Foundation (ACF), for example, aims to 'protect, restore and sustain our environment'. All environmentalists would include conservation in their vision.

#### Limits to growth

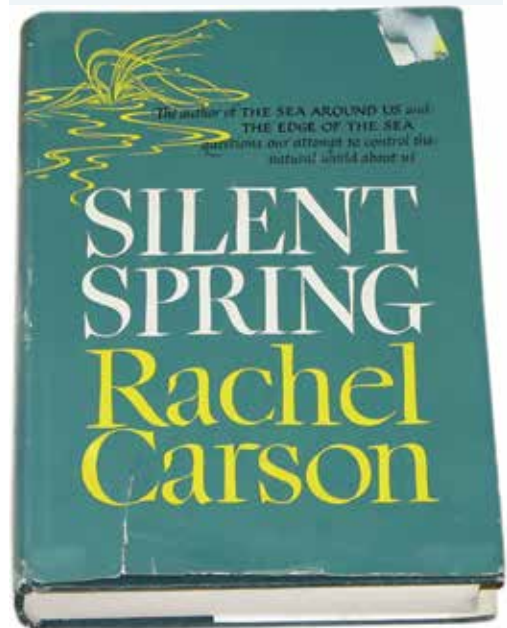
In 1972 a leading think tank — the Club of Rome — issued a report entitled *Limits to growth*. It identified five key issues that potentially affected the survival of the planet and its people: population, industrialisation, pollution, food production and resource depletion. Using computer modelling, the report argued for a better balance among those five elements, claiming that limits had to be placed on increases in population, industry resource use and pollution. The report was hotly debated at the time, and critics still argue over whether its analyses and predictions are valid.

#### Sustainability, sustainable development and intergenerational equity

In its broadest sense, *sustainability* is the ability to maintain the wellbeing of individuals, communities and environments. Sustainability has social, economic and environmental aspects. For an individual, it can include personal health and happiness, dignity and livelihood. For a community, it can involve social cohesion, conviviality, a thriving economy and a sense of security. For an environment, it can involve its continuing survival and good health.

In 1987, the UN publication *Our Common Future* proposed the idea of sustainable development — development that 'meets the needs of the present without compromising the ability of future generations to meet their own needs'. The idea of respecting the needs of future generations is called intergenerational **equity**.

**SOURCE 8** The design for the book cover of the first edition of *Silent Spring*



## Deep ecology, ecospirituality and transpersonal ecology

These are among the most ecocentric ideas. Though distinctive, they have some elements in common. All three emphasise a deeper understanding of, and connection with, nature. They reject the anthropocentric belief that nature is important only because of what it offers human beings. Rather, they embrace an ecocentric belief in the intrinsic worth of all of nature, often including a sense of the 'rights of nature' — the belief that nature has a right to exist, survive and flourish in a similar sense to 'human rights'. They also believe that people can have a transcendent relationship with nature — a relationship that, for some, has a spiritual or mystical dimension. Their relationship with nature is guided by ethical beliefs, not by an instrumental belief about the practical value of the natural world.

Christie Walk is an imaginative Australian project in sustainable living. It is a medium-density community in central Adelaide featuring low-energy building materials (straw bales, rammed earth), solar power, stormwater collection, rooftop gardens, communal facilities and a car-share system.

**SOURCE 9** Christie Walk eco-village in Adelaide



### 5b.5.5 Other ways of thinking

Not everyone is committed to the types of environmentalist ideas described in section 5b.5.4. In fact, some human actions seem totally contrary to those ideas. In late 2011, violent confrontations occurred in the South American nation of Bolivia (see **Source 10**). The demonstrators were trying to stop the construction of a road through the Amazonian rainforest. The Bolivian president Evo Morales claimed that the road would promote trade with neighbouring Brazil, open up opportunities for development, and benefit the country financially. Opponents claimed that the road itself would damage the environment, cause massive land clearing for farming and settlements, and threaten the lives of indigenous villagers who lived in the jungle.



**SOURCE 10** Bolivian police confront indigenous protesters, September 2011.



### 5b.5.6 The environment movement in Australia

The words *environment movement* probably conjure up images like the one in **Source 11** showing ‘greenies’ taking direct action to protect an environment or species. They are certainly part of the story. Such activists have had some dramatic successes in stopping destructive practices and saving threatened places. But the environment movement includes a much broader range of people and activities.

**SOURCE 11** Photograph of environmental activists protesting about logging in Tasmanian forests, 2009



In fact, many people who would not think of themselves as environmentalists contribute to a more sustainable world in their daily lives. Most Australian families and individuals have changed their lifestyles to make them more sustainable. Housing, transportation, energy usage, eating habits, product purchases and leisure activities can all be made more sustainable through heightened awareness and thoughtful practices. But even so most Australians are still immersed in lifestyles that are too wasteful of resources and energy.

Similarly, businesses have both positive and negative effects on environments. The positive possibilities are almost endless. Energy and water use in factories and offices can be designed and managed more effectively. The potential for recycling can be explored. Products can be manufactured, and can be used by purchasers, in more environmentally responsible ways. Simple but important examples include fuel-efficient vehicles, energy-efficient appliances, recyclable products and foodstuffs grown using more sustainable methods. The motives of businesses can vary. While some may have a strong commitment to sustainability, others may seek a 'green' reputation and enhanced profits. The word *greenwash* was coined to describe false claims about the green credentials of some products.

Governments at all levels have similarly mixed reputations when it comes to environmental sustainability. On the one hand, they introduce policies to enhance sustainability. On the other, they sometimes continue with practices that have adverse impacts on environments.

These actions by individuals, families, businesses and governments provide a backdrop to the work of those in the environment movement. Section 5b.5.7 provides a brief history of the movement's growth in Australia.

### 5b.5.7 The environment movement since 1960

Earlier in this topic, some important events in Australia over a century ago were described: the creation of national parks, the formation of clubs and societies interested in enjoying and caring for nature and the setting up of scientific societies. That was the first wave of the environment movement.

In their book *A History of the Australian Environment Movement*, Drew Hutton and Libby Connors identified other 'waves'. **Source 12** describes each.

**SOURCE 12** Hutton and Connors trace the history of the Australian environment movement after 1945.

The following summarises some key points of the analysis by Hutton and Connors.

#### **The second wave: World War II to 1972**

- Scientists active in the 'first wave' found jobs in government departments, making them less likely to engage in public debate.
- Car ownership boomed, reducing the interest in bushwalking and hiking.
- The Cold War atmosphere of suspicion and fear reduced public debate, as critics feared being labelled 'communist'.
- By 1972, however, there was an upsurge in radical politics, mirroring developments in Europe and the United States.
- There were campaigns such as the successful one to protect the Great Barrier Reef and the unsuccessful one to prevent the flooding of Tasmania's Lake Pedder in 1972.
- Important environmental organisations were set up: the Wildlife Preservation Society of Queensland in 1962, the Australian Conservation Foundation in 1965, the Total Environment Centre in Sydney in 1972 and various state Conservation Councils around the same time.
- The United Tasmania group was formed — the first environmental party in the world.
- By 1972, Australian environmentalists were better organised, better resourced and ready to take on major campaigns.

#### **The campaigning movement: 1973–83**

- Publications such as *Limits to Growth* and *The Population Bomb* influenced Australians.
- Radical politics increased, focused on free speech, the Vietnam War and Indigenous rights.
- Environmental campaigns included **green bans** to save historic buildings in Sydney in the 1970s, the anti-uranium campaigns in the 1970s and 1980s, the campaigns to protect Fraser Island from sand mining in the 1970s and to protect NSW rainforests from logging in the 1970s and 1980s.
- The period culminated in the famous campaign against the Gordon-below-Franklin dam in south-west Tasmania in 1982.



- Many campaigns involved well-organised protests at disputed sites, often based on Gandhi-style, non-violent civil disobedience.
- Campaigns also featured strategic publicity and massive capital-city demonstrations by activists and sympathetic citizens.
- In the 1980s, Green parties were established in several Australian states.

#### **The professional movement: 1983–90**

- Following the Franklin campaign, the environment movement became more professional.
- Key organisations including the Australian Conservation Foundation, Greenpeace, the Wilderness Society and the World Wide Fund for Nature established offices, employed researchers and developed policies.
- With a Labor Government in Canberra, the organisations attempted to influence the new federal Labor Government with strategic lobbying.
- Key organisations cooperated with the Federal Government's framing of an Ecologically Sustainable Development (ESD) policy.
- There were strong campaigns on industrial water pollution, pesticide use, urban traffic planning and nuclear disarmament.
- Politically, this period saw the formation of the Nuclear Disarmament Party, increased electoral success by the Tasmanian Greens and increasing activity by Greens in other states and territories.

#### **After 1990**

- Progress towards ecological sustainability faltered after 1990 under both Labor and Coalition governments (i.e. the Hawke, Keating and Howard governments).
- The ESD process fell apart.
- The new Regional Forest Agreements — designed to protect old growth forests in particular — disappointed environmentalists.
- The mining industry, encouraged by increasing demand for coal and iron in a globalising economy, expanded dramatically and attracted criticism for contaminating sites and for failure to rehabilitate mined areas.
- Environmental and Indigenous protesters succeeded in closing down a uranium mine at Jabiluka in the Northern Territory.

Based on Drew Hutton and Libby Connors 1999, *A History of the Australian Environment Movement*, Cambridge University Press, Cambridge.

## 5b.5.8 Green parties

The Australian Greens formed in 1992, but green parties had existed in some Australian states and territories since the 1980s. Even earlier, in Tasmania, the United Tasmania Group (UTG) had formed in 1972. It is usually considered to be the first green political party in the world. Members of the UTG went on to become Green Independents in the Tasmanian parliament, and later to help set up the Tasmanian Greens and the Australian Greens. In 2010, the Australian Greens achieved the balance of power in the Australian parliament.

The Greens are often dismissed as ‘tree-huggers’ and criticised for being a one-issue party, meaning that they are focused only on the natural environment. In reality, green parties have policies on all major social, cultural and economic matters, as well as on both natural and built environments. This broad vision is indicated in the four principles espoused by the Australian Greens:

- ecological sustainability
- grassroots participatory democracy
- social justice
- peace and nonviolence.

**SOURCE 13** Photograph of Builders Union Leader and environmentalist Jack Munday being arrested at a protest in Sydney, October 1973



This vision is not surprising. Green parties were established by people from diverse political backgrounds — environmental, peace, anti-nuclear, anti-racist, social justice and human rights.

There are now more than 70 green parties around the world. Many come together regularly at Global Greens conferences. Among the oldest and most successful are the German Greens — Die Grünen. In 1998, the German Greens became part of the federal coalition government of Germany.

Recently, a new form of environmental activism has emerged using the internet. Organisations such as the Worldwatch Institute publish material about global issues, and activist organisations such as Avaaz and GetUp exert pressure on governments and businesses by mobilising online support from the public. Existing environmental groups have embraced the internet as a powerful way of connecting with supporters and publicising issues and actions. Their websites have become central to their activities.

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## 5b.5.9 Skill builder: Evidence

### Evidence

In 2011 an email was sent to millions of people around the world, describing events in the South American nation of Bolivia. The email helps you learn more about these events; but you should also think about the challenges of using emails as historical sources of evidence.

**SOURCE 14** Email appeal from [www.avaaz.org](http://www.avaaz.org), 28 September 2011

On Sunday [25 September 2011], Bolivian police used tear gas and truncheons to crack down on indigenous men, women and children who are marching against an illegal mega-highway that will slice through the protected Amazon rainforest....

The proposed 300 km highway would cut straight through Isiboro Sécure (TIPNIS in Spanish), the crown jewel of the Bolivian Amazon, famous for its huge trees, astonishing wildlife and fresh water. TIPNIS's incredible natural and cultural significance have earned it the status of a double protected area — as a National Park and an indigenous reservoir. The highway is financed by Brazil and would link Brazil to Pacific ports. But below the surface, it would be a poisonous artery that would destroy these communities and the forest and open up this pristine land to logging, oil and mining explorations, and large scale industrial and agricultural business. A recent study found that 64 per cent of the park could be deforested by 2030 if the road is built. ...

Evo Morales — known as Bolivia's first indigenous president — is renowned globally for standing strong for the environment and indigenous people. Let's encourage him to stick to those principles now ...

Again and again, the protection of the land we all depend on and the rights of indigenous people are sacrificed by our governments at the altar of development and economic growth. Our leaders often choose mining and deforestation over our own survival — regularly directly profiting foreign corporations. In the future we all want, the environment and the lives of innocent people come before profit. President Morales now has the chance to back his people, save the Amazon, and rethink what real development looks like in Latin America.

### Meaning, perspective

1. *What does the email tell you?* What is one thing that the email tells you about the demonstration? What are three things it tells you about the proposed road?
2. *Identifying interests.* According to the email, why does Brazil support the road? Who else would probably be keen for the road to be built? Why? Who is opposing the road and why?
3. *Probing a puzzle.* What does the email say about President Morales's global reputation? Given that reputation, what is puzzling about his actions? Does the email offer any explanation for this puzzle?
4. *Questioning the writer's sources.* Does the writer of the email explain how they came to know about the situation in Bolivia?

5. *Checking claims.* The email makes some serious claims. Suggest ways of checking whether the claims are true.

Claim made in the email	How could you try to check the truth of the claim?
1 The proposed road is illegal.	
2 The road would destroy communities and the forest.	
3 President Morales is known for valuing indigenous culture and the environment.	
4 Leaders often choose mining and deforestation over our own survival.	

6. *Evaluating emotive language.* The email uses a number of words that seem likely to evoke an emotional response from readers. Some are positive — for example, astonishing. Some are negative — for example, poisonous. Make a list of all the emotive words and discuss their potential impact on the reader.
7. *Unmasking pronouns.* In places, the email uses pronouns in particular ways. Suggest what effects the writer was trying to achieve.
8. *Identifying values and perspectives.* The email is not a neutral, objective description of a dispute. It takes sides. What values does the writer of the email seem to support?

**SOURCE 15** Map of the Amazon Basin in South America



Use of pronouns	Possible intended effect
1 Let's [Let <b>us</b> ] encourage him ...	
2 ... the land <b>we</b> all depend on ...	
3 <b>Our</b> leaders ...	
4 In the future <b>we</b> all want ...	

### Origin, purpose, author, credibility

9. *What is Avaaz?* The email was sent to millions of people who had agreed to receive regular emails from Avaaz. Here is how Avaaz describes its mission on its website:

Avaaz — meaning voice in several European, Middle Eastern and Asian languages — launched in 2007 with a simple democratic mission: organize citizens of all nations to close the gap between the world we have and the world most people everywhere want.

Avaaz empowers millions of people from all walks of life to take action on pressing global, regional and national issues, from corruption and poverty to conflict and climate change. Our model of internet organising allows thousands of individual efforts, however small, to be rapidly combined into a powerful collective force.

Avaaz sends emails that provide dramatic descriptions of issues (such as the Bolivian road project). Usually the email asks readers to sign an [online petition](#) (such as one to be delivered to President Morales). Periodically, other emails ask readers for donations to support the work of Avaaz. In 2011, the worldwide membership of Avaaz passed ten million.

What would you like to know about Avaaz to help you decide how credible and useful Avaaz is as a source of information? How could you start finding out?

10. *Who runs Avaaz?* Avaaz, in the About us and Contact us pages on its website, says nothing about its founders or administrators. However, that information is easily found on other websites including Wikipedia.org and SourceWatch.org, although such sites carry a warning about the quality of the information provided.
11. *What have people said about Avaaz?* The respected magazine The Economist has described Avaaz as a 'town crier in the global village' — one that has had some 'spectacular successes'. For an organisation that claims to work for lofty ideals, it is perhaps surprising that Avaaz has attracted criticism. In 2010, one blogger — commenting on an Avaaz request for donations — went so far as to write 'I am wondering if this may be a scam targeting people's feelings of wanting to have an effect in the world but in the end making someone rich'. Others

have accused Avaaz of not protecting the anonymity of members (and even of selling members' email addresses to businesses). The Guardian newspaper website noted criticism that 'signing an online petition, like joining a Facebook group, takes mere seconds, achieves little, and doesn't encourage **clicktivists** to engage properly with the issues concerned' and asked whether it actually produced **slacktivism**.

### Continuing to build historical skills

What you have read so far has posed some questions about Avaaz and the email; but it has not produced many answers. Plan some research that could help you to learn more about Avaaz, the dispute in Bolivia and how you should treat the email as a historical source of evidence about the dispute. You can also decide whether you think that you (and others) would have signed the Avaaz petition. Your research might take you to internet sites; if so, continue to ask probing questions about those websites. To build your skills in evaluating historical evidence, remember to:

- identify interests, values and perspectives
- question sources
- check claims
- evaluate emotive language
- assess credibility.

## 5b.5 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. How did the photograph of the Earth from space contribute to the emergence of environmentalist ideas?
2. What is the difference between an *anthropocentric* and an *ecocentric* approach to nature?
3. What is meant by *limits to growth* and what are some possible ways of limiting growth?
4. How does *sustainability* include social, economic and environmental aspects?
5. Might some clicktivists deserve to be called slacktivists, but others not? Explain your answer.
6. What were two key features of each of these phases of the Australian environment movement?
  - (a) The second wave (1945–72)
  - (b) The campaigning movement (1973–83)
  - (c) The professional movement (1983–90)
  - (d) After 1990 to the present
7. How has the internet become significant in the modern environment movement?
8. Identify one way in which each of the following can work for a better environment.
  - Government
  - Business
  - Families

### Develop source skills

9. Use **SOURCE 1** to answer the following questions.
  - (a) Why is the photograph considered historic?
  - (b) In what ways might people have reacted when they saw this view of the Earth for the first time?
10. Use **SOURCE 2** to answer the following questions.
  - (a) Why do you think it was significant that people saw the Earth as 'a pattern of clouds, oceans, greenery and soils'?
  - (b) What examples might the WCED have offered of 'humanity's inability to fit its doings into that pattern'?
  - (c) What might the WCED have identified as 'life-threatening hazards'?
11. Use **SOURCES 3** and **4** to answer the following questions.
  - (a) Select two of the statements that you can imagine yourself saying about a tree that you know. Explain your reasons.
  - (b) Select two of the statements that you cannot imagine yourself saying. Explain your reasons.
  - (c) Compare your answers and reasons with a classmate. Discuss any similarities and differences.
  - (d) What is one way in which the 14 statements could be grouped? What label would you give to each group?
12. Use **SOURCES 4** and **5** to answer the following questions.
  - (a) Look at the statements in **SOURCE 4**. Select one statement that fits in the ecocentric category, and one that fits in the anthropocentric category. Explain your answers.



- (b) The line between ecocentric and anthropocentric is a spectrum along which each of the 14 statements can be positioned. For example, statement 6 — 'I enjoy chopping down trees for exercise' — is anthropocentric. Study each statement and decide where on the spectrum to place it. Compare your decisions with a classmate and discuss similarities and differences.
13. What is shown in the picture in **SOURCE 6**?
  14. In earlier historical times, why might many people have believed that nature was an unlimited resource for people?
  15. Use **SOURCE 7** to answer the following questions.
    - (a) What is a sign of prosperity that Rachel Carson describes?
    - (b) What are some of the examples of beauty that she describes?
    - (c) Why might some people have thought that an 'evil spell had settled on the community'?
    - (d) What possible explanation can you suggest for the sickness and death that occurred?
    - (e) Rachel Carson said that, although the town 'does not actually exist ... every one of these disasters has happened somewhere, and many real communities have already suffered a substantial number of them'. Does her technique — describing a fictional town — seem a valid way of drawing attention to environmental issues?
    - (f) Do you know another book that uses a fictional story to draw attention to a real environmental or social issue? Share your answer.
  16. Use **SOURCE 8** to answer the following questions.
    - (a) Does the cover of the first edition give any hint of the dramatic content and possible influence of the book? Explain your answer.
    - (b) Suggest (and create) an effective design yourself and share it with classmates.
  17. Use **SOURCE 9** to answer the following questions.
    - (a) What sign is there of a commitment to sustainability?
    - (b) What questions would you ask about this building to evaluate its ecological credentials?
    - (c) What questions would you ask to evaluate the sustainability of the occupants' lifestyles?
    - (d) What questions would you ask about the entire Christie Walk project?
  18. How does the photograph in **SOURCE 10** convey the determination of both the protesters and the Bolivian government?

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Deepen and check your understanding of the topic with the following resources and auto-marked questions:  
 ♦ **Green politics**

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RESOURCES — ONLINE ONLY



Complete this digital doc: Worksheet 5b.5 Contemporary environmentalism (doc-23168)

## 5b.6 Significant events and campaigns

### 5b.6.1 A catalogue of disasters

Today, environmental campaigns ranging from the local to the global often make headlines. As environmental awareness has grown, so too has the desire by many people to do something. That desire is often fuelled by dramatic, even catastrophic, events or by looming threats. Provided below is a brief list of some of the major disasters that have made news, caused concern and prompted campaigns around the world.

- **1934 — Texas Dust Bowl, United States.** Farming practices, the effects of a severe drought and unusual storm activity combined to cause enormous wind erosion of topsoil. Over five years, the disaster ruined a vast area of farmland and destroyed the livelihoods of hundreds of thousands of people.
- **1952–3 — London smog disaster, United Kingdom.** For four months in winter, unusually cold weather caused an increase in home heating by fireplaces and an increase in car use. The resulting smog (smoke and fog) killed an estimated 12 000 people, mainly through heart and lung failure.

- **1956 — Minamata disease, Japan.**

Thousands were poisoned and many died after eating fish contaminated by methylmercury. The chemical had been discharged into Minamata Bay by a factory operated by the Chisso Corporation. Victims who survived suffered blindness, paralysis, brain damage and other ailments.

- **1968 — Torrey Canyon oil spill, United Kingdom.** This oil tanker ran aground in Cornwall, England. Spilled oil devastated the coastline and marine ecosystem.

- **1976 — Seveso toxic cloud, Italy.** An explosion in a chemical factory released a large, highly toxic cloud of dioxin into the Italian countryside around Seveso. Thousands of animals died and many people suffered immediate health problems and long-term genetic damage.

- **1978 — Love Canal contamination, United States.** In 1978, the cause of serious and widespread health problems in this US city near Niagara Falls was revealed. Houses and schools had been built above an old, sealed chemical dump. Leakage of dioxin caused various illnesses and birth defects.

- **1984 — Bhopal gas leak, India.** A toxic cloud escaped from the Union Carbide pesticide factory in the Indian city of Bhopal. It is still described as the worst industrial accident in history. The death toll — immediate and long-term — is debated but probably amounts to tens of thousands. Serious illness and birth defects are still recorded in the area, which was never cleaned up effectively by the company in the years following.

- **1986 — Chernobyl nuclear accident, Ukraine.** A massive explosion caused by overheating spread radioactive clouds from this nuclear power station in the Ukraine over a wide area of Europe. The site is still too dangerous for human life, and it is likely that many thousands of people died of illnesses caused by the radiation, while cancers and birth defects increased dramatically in the areas most affected.

- **1989 — Exxon Valdez oil spill, United States.** The oil tanker *Exxon Valdez* hit a reef off Alaska, producing a massive oil spill and polluting almost 2000 km of coastline. Huge numbers of sea birds were killed, along with otters and whales.

**SOURCE 1** Photograph of a dust storm overtaking Stratford, Texas, in 1935



**SOURCE 2** Photograph of cleaning up the Alaskan shoreline after the Exxon Valdez oil spill 1989



- **1996 — ‘Mad cow disease’, predominately United Kingdom.** In 1996 scientists discovered that humans were dying from Creutzfeldt-Jakob disease, a version of the bovine spongiform encephalopathy (BSE) or ‘mad cow disease’ discovered seven years earlier. BSE was caused by feeding cows with a protein meal containing cow and sheep meat.
- **2001 — Exposure to depleted uranium, United States.** Studies of US veterans of the Gulf War (1991) suggested that abnormal rates of birth defects in their children were caused by the veterans’ exposure to the depleted uranium used in ammunition. Veterans also reported high incidences of headaches and chronic fatigue. There are suggestions of similar effects among combatants in the subsequent wars in Kosovo, Bosnia and Afghanistan, and among the Iraqi civilian population. However, the findings are still debated.
- **2010 — Deepwater Horizon, Gulf of Mexico.** Over three months, this BP oil platform in the Gulf of Mexico spilled almost five million barrels of oil into the ocean. The spill followed a large explosion that killed 11 workers. The spill had devastating effects on marine life, coastline environments and the fishing and tourism industries.
- **2011 — Fukushima nuclear power plant meltdown, Japan.** Damage from an earthquake and tsunami, made worse by human error, led to the meltdown of nuclear reactors. Radiation contaminated a wide area, poisoning animals, crops and seafood.
- **2011 — MV *Rena* oil spill, New Zealand.** The container ship ran aground on Astrolabe Reef, off Tauranga on New Zealand’s North Island. It partly broke open and oil polluted many kilometres of beaches. Ruptured containers spilled their contents, including dangerous chemicals, into the sea and onto land.

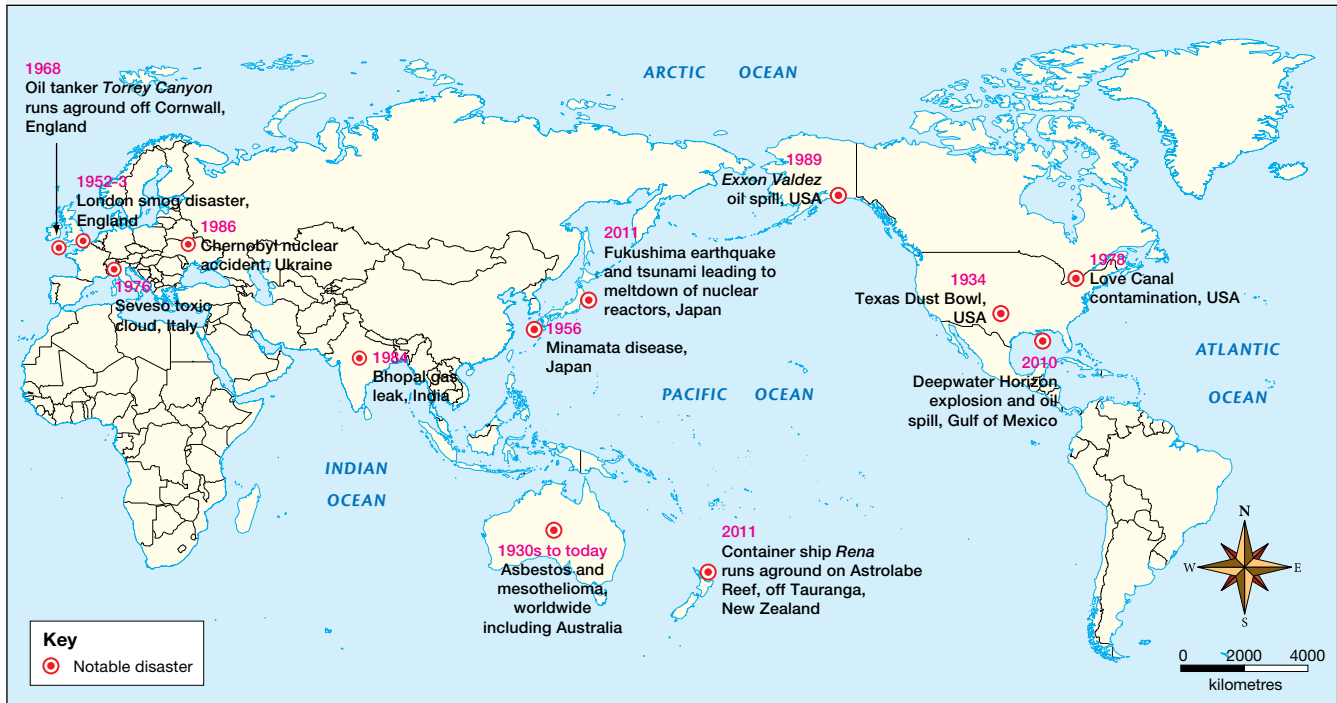
**SOURCE 3** Photograph of the MV *Rena*, which spilled oil and containers off the New Zealand coast, 2011



- **1930s–today — Asbestos and mesothelioma, worldwide.** In Australia, asbestos was mined and used extensively from the 1930s. By the 1960s there were suspicions that inhaling asbestos particles caused mesothelioma, a lung disease that usually led to prolonged suffering and death. In Australia, mesothelioma has been most common among miners and builders, but has also affected home renovators and others who used popular building materials containing asbestos. Even children who played among builders’ scraps have contracted the disease.



**SOURCE 4** A map showing the locations of disasters described



### 5b.6.2 People and nature

All of the disasters listed in this subtopic were the result, fully or partly, of human actions — some deliberate, some accidental, some ignorant. Sometimes, people talk of ‘natural disasters’, suggesting that those disasters are caused wholly by the forces of nature. It is true that volcanic eruptions, floods, drought, landslides, wind storms and bushfires can occur without any human influence. They are ‘natural’. But humans have sometimes contributed to the severity of their impact, such as by building and living near volcanoes (Pompeii, Italy, 79 CE), in earthquake zones (Tokyo, Japan, 1923) and on storm-affected coastlines or floodplains (Bangladesh, 1998; Brisbane, 2011). The catastrophic South-East Asian **tsunami** of 2004, triggered by an undersea earthquake, killed about 230 000 people and illustrated the perils of living on low-lying coastlines and adjacent plains.

Sometimes, humans can actually cause a ‘natural’ disaster. In Indonesia, for example, devastating landslides have occurred when waterlogged hillsides collapsed after loggers removed forests. And, as Australians know, bushfires can be started by people both accidentally and deliberately.

### 5b.6.3 Some dramatic examples of human impact

What often grips the public imagination is a disaster that has been sparked by human action. In Australia, examples include the introduction of animal and plant species that have spread and threatened the environment, such as rabbits, cane toads and cactus. Sometimes, ignorance produces the devastation. For example, the use of asbestos in buildings in the twentieth century produced the tragic disease of mesothelioma. At other times, it is human error or carelessness, such as in damaging oil spills from ships that run aground. And some environmental damage is caused by deliberate, sometimes secretive activities, such as the illegal dumping of hazardous waste in stormwater drains and in waterways.

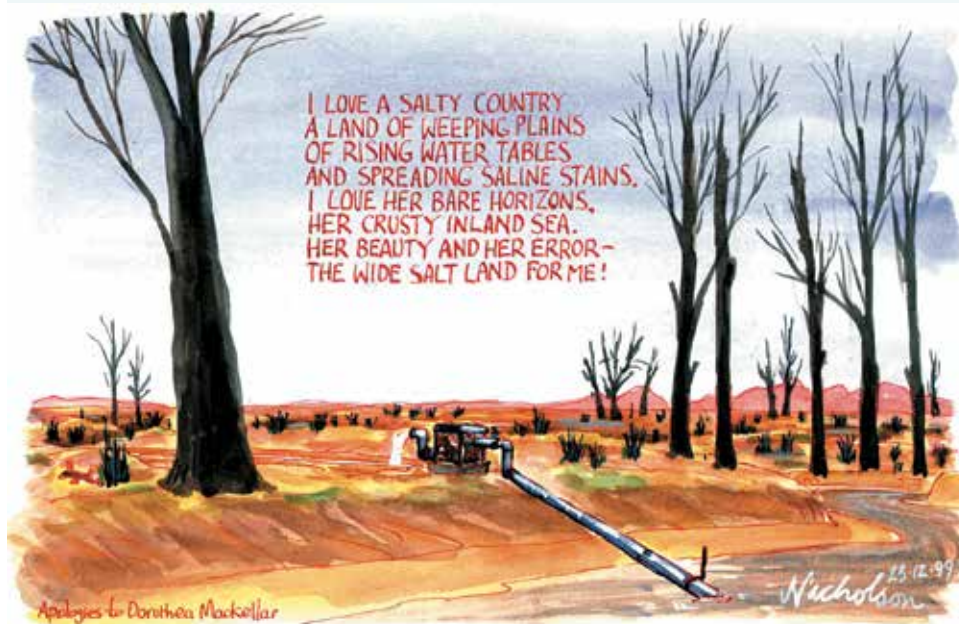
Probably the most significant and serious environmental problem in Australia today is the condition of the **Murray–Darling Basin**. The problem is both complex and debatable. Its causes appear to be a mixture of natural environmental forces (including drought) and human activity (including massive irrigation schemes that place dams on rivers and take water from them) coupled with historical ignorance of some features of the Murray–Darling ecosystem and an abundance of political wrangling among states.



**SOURCE 5** Map of the Murray–Darling Basin



**SOURCE 6** Cartoonist Peter Nicholson comments on the state of some Australian rivers, 1999.



#### 5b.6.4 Disease and environments

The example of mesothelioma, mentioned earlier in this subtopic, is only one case of disease caused directly by human actions. In recent times, ‘mad cow disease’, avian flu and swine flu have passed from animals to humans — often because of risky farming practices.

In other cases, people can contract diseases because of factors in their environments.

The increasing incidence of asthma among Australian children and adults has been blamed by some on environmental factors, including urban air quality and chemical additives in food. Historically, disease has often resulted from a lack of simple hygiene in everyday life, and from the failure to control the presence of disease-bearing animals such as rats and mosquitoes. In 1900, bubonic plague — spread by rats — killed hundreds of Sydney citizens.

**SOURCE 7** Ratcatchers and their haul in The Rocks, Sydney, 1901



### 5b.6.5 Drought, famine and human activity

In recent years, there have been tragic episodes of drought and famine, particularly in parts of Africa. Australians have seen these tragedies portrayed on television screens and websites. Drought — a natural environmental phenomenon — is a major cause of famine. Failing rains produce failed crops, the origins of famine. But people, not simply nature, can often influence the extent and severity of famine. In 2011, Australian academic Dr Tanya Lyons commented on the severe famine in the African nation of Somalia.

**SOURCE 8** Dr Tanya Lyons comments on the real problems in famine-struck Somalia.

The history of famine across the **Horn of Africa**: what we can learn from this is that we haven't learned anything. These famines happen; they begin with a drought, they begin with unstable climatic conditions, they are a result of the arbitrary boundaries that were imposed during the colonial period, they are a result of the new nation-states not having the ability or the political will to create stability and security for those citizens because of the **civil wars** and civil conflict that arose in the 1990s and onwards in particular. There is a sense that human lives are quite cheap. ... what we need to prevent famine is to create peace and stability and good governance in those states. And in the last 25 years across the Horn of Africa, the international community and those nations themselves have had the chance to do this and yet it hasn't been able to be achieved.

From *Rear Vision* 2011, 'Somalia: how did it get to be like this?', ABC Radio National, 31 August.

**SOURCE 9** The Horn of Africa showing political boundaries of nations including Kenya





**SOURCE 10** Children at school in the Kakuma refugee camp, Kenya, 2011



Modern media have increased popular awareness of environmental problems and caused many people to rethink the way humans interact with and use their environments. That awareness has prompted people to launch or join environmental campaigns. In Australia, perhaps the most famous example is the Franklin campaign.

### 5b.6.6 The Franklin campaign

The green triangle symbol is one of the most famous symbols of protest in Australia. **Source 11** shows the original version that was used in Tasmania in the 1980s to rally opposition to a proposed dam. But the symbol has been adopted, modified and used in many other campaigns around the country.

In the 1980s, the words 'no dams' and 'Franklin' resonated around the country in heated debate. This section will explain what happened and why, and also why the Franklin campaign still has lessons for people today.

#### What was the issue?

Put simply, the campaign aimed to prevent a huge engineering project that would change a special environment forever. A planned dam on the Gordon River would cause water to back up along both the Gordon and its tributary, the Franklin River. A large hydro-electricity station would be powered by the dammed water. The photograph in **Source 12** gives a sense of one area to be flooded. This photograph became famous around Australia.

**SOURCE 11** A 'No dams' badge from the Franklin campaign

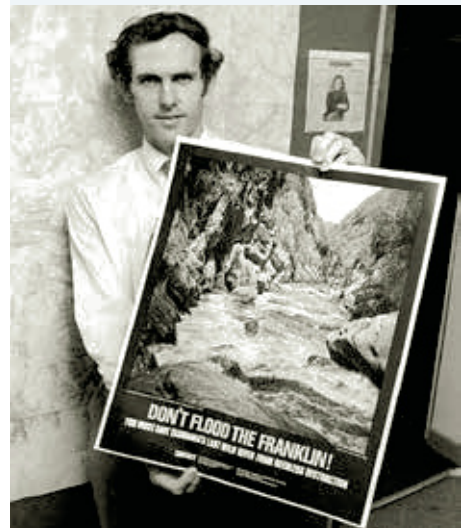


**SOURCE 12** Peter Dombrovski's photograph of Rock Island Bend on the Franklin River



Not everyone thought and felt about the Franklin River in the same way. Bob Brown, a passionate young environmentalist at the time, said 'It is one of the most beautiful places left on the planet and it's here in our backyard'. But Robin Gray, the Tasmanian premier who supported the dam, claimed that 'for 11 months of the year the Franklin is nothing but a brown ditch, leech-ridden, unattractive to the majority of people'. An Aboriginal spokesperson, commenting on a cave near the junction of the rivers where ancient tools had been discovered, was reported as saying that 'Kutikina [Cave] is the greatest physical connection with our past of any site in the state'. A Tasmanian Hydro Electric Commission representative, describing the value of the planned hydro-electric scheme, declared that 'We're providing for 10 years ahead and surely it's not the right thing to do to condemn people to having to live in a depressed manner ... through failing to build what looks to be necessary'. Kevin Kiernan, the director of the Tasmanian Wilderness Centre, spoke philosophically about the river: 'We have to try to sell not ... wilderness as a recreational resource ... but the right of wilderness to exist ... that is, wilderness

**SOURCE 13** Bob Brown holding a sign for the protest against the Hydro Electric Commission (HEC) Gordon-below-Franklin Dam project in Hobart, October 1979. He later helped found the Australian Greens and became a federal senator.





for its own'. The above comments are extremely varied. They remind us that people's beliefs affect their **perspective** on a phenomenon. Easily recognisable among the comments is one clearly utilitarian attitude and one clearly ecocentric belief.

**SOURCE 14** Map of the site of the planned Gordon-below-Franklin dam in Tasmania



## 5b.6.7 What happened?

The story of the Franklin Dam is dramatic and complex. **Source 15** provides a timeline of events between 1972 and 1983.

### **SOURCE 15** A timeline of the Franklin Dam issue

- 1972 The Tasmanian Hydro Electric Commission (HEC) begins to flood Lake Pedder despite protests and submissions from around Australia.
- 1972 Environmentalists set up the United Tasmania Group, which contests a Tasmanian state election.
- 1973 Lake Pedder is fully flooded.
- 1976 Bob Brown and Paul Smith raft down the Franklin River and are convinced that the river must not suffer the same fate as Lake Pedder.
- 1976 The South West Tasmania Action Committee changes its name to the Tasmanian Wilderness Society (TWS), with Kevin Kiernan as director.
- 1979 Bob Brown gives up his medical practice to become full-time, unpaid director of TWS.
- 1979 In October the HEC announces plans to build a dam on the Gordon River below its junction with the Franklin River, thus flooding the Franklin River.
- 1980 In July, the Labor government of Tasmania creates a Wild Rivers National Park including the Franklin River and announces a different planned dam site on the Gordon above where the Olga River joins it (and above where the Franklin joins it).
- 1980 The parliamentary bill to authorise the Gordon-above-Olga dam is amended by the Liberal-controlled Legislative Council, reinstating the original Gordon-below-Franklin plan. The Labor government refuses to accept the change.
- 1981 Geomorphologist Kevin Kiernan discovers Aboriginal tools and animal bones dating back 24 000 years in Kutikina Cave, which is threatened by the plan to flood the Franklin River.
- 1981 The Labor premier Doug Lowe nominates south-west Tasmania for [World Heritage status](#).
- 1981 Lowe is deposed as leader by his Labor parliamentary colleagues and is replaced by Harry Holgate.
- 1981 The Holgate-led government holds a referendum, asking people to choose between the Gordon-below-Franklin plan and the Gordon-above-Olga plan. Forty-seven per cent vote for the Franklin plan, but 45 per cent vote 'informal', including many who write 'No Dams' on their ballot paper.
- 1981 TWS begins secret planning for a blockade to disrupt any work on the Gordon-below-Franklin dam site.
- 1982 The Liberals under Robin Gray win the state election in May. Gray refuses to abandon the dam proposal, despite being offered compensation by the federal government.
- 1982 The HEC continues preparation work around the Gordon-below-Franklin dam site.
- 1982 On 26 July a blockade of the dam site is announced.
- 1982 Planning for a blockade builds up through the remainder of 1982.
- 1982 On 14 December, south-west Tasmania is placed on the World Heritage List, after nomination by the federal government.
- 1982 On 14 December, the TWS begins its blockade of the dam site. Many protesters are arrested, including Bob Brown who spends three weeks in jail after refusing to agree to a bail condition to stay away from the dam site.
- 1982 On 23 December, Australian Democrat Norm Sanders resigns from the Tasmanian parliament in protest at the dam proposal and the treatment of protesters. Under electoral law, Bob Brown is appointed to replace him, based on Brown's results in the 1982 election.
- 1983 On 3 February Prime Minister Malcolm Fraser calls a federal election for 6 March.
- 1983 On 3 February Bob Hawke replaces Bill Hayden as leader of the Labor opposition in federal parliament.
- 1983 In the lead-up to the election, the environment movement conducts a high-profile and highly-effective 'No Dams' campaign around the nation, urging a vote for Labor in the House of Representatives and for the Australian Democrats in the Senate. Meanwhile, the blockade intensifies, with over 1200 people arrested by March.
- 1983 On 6 March, Labor wins the federal election. Incoming Prime Minister Hawke announces that the Tasmanian dam will not be built because of Australia's obligations to protect the World Heritage site.
- 1983 The Tasmanian government challenges the federal legislation that empowers it to halt the work on the dam.
- 1983 On 1 July, the High Court of Australia rules (by four to three) that the federal legislation is lawful. The Tasmanian government abandons work on the Gordon-below-Franklin dam.

The campaign was full of dramatic and sometimes dangerous incidents. Using barges, the HEC carried heavy earth-moving equipment up the river to the dam site. Demonstrators tried to blockade the barges, paddling their 'rubber duckies' out to form a line across the river. Some demonstrators disrupted work by climbing onto bulldozers or lying in their path. Further afield, other blockade supporters took risks. Dick Smith, then a young helicopter enthusiast, recalls delivering radio transmitters to mountain top positions: '... some very brave, intrepid supporters of the campaign ... sat in the back of the helicopter with the doors off while I hovered over a mountain peak and we dropped all of the radio equipment off'.

Throughout Tasmania, emotions ran high as the campaign grew. In a blog posted on the website of the *Age* newspaper in 2008, 'Philip' recalled that 'letting someone know you had no-dams sympathy was enough to get you sacked or bashed or both'.

**SOURCE 16** Protesters are arrested by police on the South-West Blockade of Hydro Electric Commission (HEC) works during the Franklin campaign, December 1983.



**SOURCE 17** Photograph of protesters blocking an access road to the dam site, December 1982



### 5b.6.8 Why is the Franklin campaign significant?

Historians Hutton and Connors, in their book *A History of the Australian Environment Movement*, claim that 'The Franklin campaign represented the coming of age of the environment movement. It had mobilised large numbers of activists and supporters around the issue and developed the skills and resources to force its way into the mainstream of Australian political life'.

The campaign is significant historically because:

- the environment became a key issue in politics at both state and federal levels
- it was highly organised and managed by skilled activists and supporters
- it demonstrated the effectiveness of direct action using **Gandhi**-style non-violent tactics
- it captured the attention and support of huge numbers of citizens through skillful and imaginative use of media



- it showed how the federal government, using international agreements, could prevent actions by state governments
- it heralded the era of 'green politics' whereby political parties were formed to pursue environmental goals in parliaments and councils
- it brought together environmentalists who held different philosophical beliefs but who were prepared to plan and act together for a shared goal
- it eventually showed that saving an environment can have economic benefits. The town of Strahan, which would have benefitted if the dam had been built, became even more prosperous through eco-tourism.

As well as using symbols, badges and scenic photographs to inspire the public into opposing the dam, activists also used music. Songwriter Shane Howard, from Australian band Goanna, composed a song — *Let the Franklin Flow* — to galvanise people into action.

**SOURCE 18** Popular protest song *Let the Franklin Flow* (extract)

We fell the forests and we scar the land  
has to be something worth fighting for  
and desecrate it with greedy hands  
destroy the beauty that nature planned

Copyright Shane Howard 1983

**SOURCE 19** A cartoonist depicts one way of seeing the Franklin River decision.



*'NO AMOUNT OF MONEY WILL EVER COMPENSATE FOR THE LOSS OF THAT BEAUTIFUL DAM !!'*

### RETROFILE

Australia is a signatory to many international agreements, many of which originated in the UN. In the Franklin case, it was the World Heritage agreement that the federal Labor government claimed gave it the legal right and duty to protect the Tasmanian wilderness, a right that overrode the rights of the Tasmanian government. When the Tasmanian government challenged that claim, the High Court of Australia decided in favour of the federal government.

### 5b.6.9 Other campaigns

The struggle to save the Franklin River was one of many environmental campaigns in Australia. Some other notable campaigns have aimed to:

- prevent oil drilling on the Great Barrier Reef in Queensland
- stop the opening of a uranium mine at Jabiluka in the Northern Territory



- save the historic precincts in the Rocks, Glebe and Kings Cross in Sydney
- prevent development in the Daintree tropical rainforest in Queensland
- save the Tarkine forest in Tasmania and Terania Creek forest in New South Wales from logging
- end mineral sands mining on Fraser Island in Queensland
- safeguard Aboriginal rock art on Burrup Peninsula in Western Australia from a liquefied gas project
- end the use of plastic shopping bags in the town of Coles Bay in Tasmania.

All of those campaigns have been complex with dramatic clashes of attitudes and intentions. Some have succeeded in their aims, others have failed or achieved partial success. One of the most recent and notable campaigns has involved opposition to the expansion of a coal-seam gas (CSG) industry in Australia. The campaign has focused particularly on productive farmland that might be resumed or damaged and on potential contamination of the waters of the Great Artesian Basin.

Alongside this Australian activity, there have been countless environmental campaigns in other countries, some big enough to grab worldwide attention, others small local struggles. Some of the best-known campaigns aimed to:

- end French nuclear testing in the Pacific
- end the whaling industry in the Pacific Ocean
- prevent logging in the Amazon rainforests
- end the trade in ivory from African elephant herds
- save orangutans in Borneo threatened by rainforest clearing.

The campaign to end French nuclear testing in the Pacific produced an infamous and tragic event. On 10 July 1985, French secret agents bombed the Greenpeace ship the *Rainbow Warrior* in Auckland Harbour, New Zealand, killing one crew member. Greenpeace had planned to sail the ship into the nuclear testing zone.

**SOURCE 20** Photograph of the Greenpeace protest ship the *Rainbow Warrior*, which was bombed by French secret agents in Auckland Harbour, New Zealand



### 5b.6.10 Coal seam gas

By 2010 coal seam gas (CSG) had become a controversial issue in Australian society, particularly in New South Wales and Queensland. Exploratory drilling and subsequent production of CSG provoked strong criticism from environmentalists, farmers and rural citizens. At the same time, there was widespread support

for a growing CSG industry from many politicians, businesspeople and ordinary citizens. CSG, processed to produce liquefied natural gas (LNG), could be exported to China and elsewhere in great quantities. Critics called for a halt to CSG activity altogether, or a suspension while its impacts were studied. A 'Lock the Gate' campaign by farmers evoked memories of the Tasmanian 'No Dams' campaign of the early 1980s.

The CSG issue is a recent episode in Australia's long history of dramatic environmental and social issues. It is a very complex issue, and a divisive one. The images and questions presented in Source 21 encourage you to investigate that complexity so that you can play a part in the ongoing debates.

You might engage with the following concepts as you investigate the CSG issue: energy, economy, employment, trade, export earnings, sustainability, ecological footprint, precautionary principle, food security, intergenerational equity, property rights, community, globalisation.

**SOURCE 21** Use these images and questions to explore the issues around exploratory drilling and production of coal seam gas.



- 1 What can be the positive and negative effects of CSG exploration and production on a local town's businesses, workers and sense of community?
- 2 How can CSG production affect agricultural farmlands and the lives of farming families?
- 3 How can CSG production affect pastoral farmlands and the lives of farming families?
- 4 Is any bushland lost or degraded by CSG exploration, extraction and transportation?
- 5 Should landowners have the right to refuse entry to companies wanting to explore for CSG on their land?
- 6 How has the 'Lock the Gate' campaign attracted an unusual alliance of supporters?
- 7 How can CSG wells produce economic benefits but also environmental damage and health problems?
- 8 How might CSG production affect the waters of the Great Artesian Basin?
- 9 What is hydraulic fracturing (*fracking*) and why is its use controversial?
- 10 How can port construction and operation have economic benefits locally and nationally?
- 11 What risks might arise from frequent movements of LNG (liquefied natural gas) tanker ships in coastal waters near the Great Barrier Reef?
- 12 What are the pros and cons of Chinese power stations switching from coal to LNG produced from CSG?
- 13 How can marine environments and marine life be damaged by dredging and port construction?
- 14 What have parliamentary inquiries recommended about CSG activity?
- 15 Will the CSG industry enhance some state treasuries and, if so, for how long?

## 5b.6 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

- Which four disasters described in this subtopic illustrate the following?
  - A disaster in which people played no causal role
  - A disaster resulting from human carelessness
  - A disaster resulting from human ignorance
  - A disaster caused by particular people but which hurt other people
- How can an environmental disaster be worsened by political factors, as in the Horn of Africa?
- What was significant about the Franklin campaign in terms of:
  - what the issue was about
  - the tactics of activists at the site
  - how popular support was encouraged
  - the political effect?
- What lessons do you think environmentalists learned about successful campaigning?
- What did the Franklin experience suggest about how conservation can provide an economic boost to a community?
- Why is the coal seam gas issue so controversial?
- How valid is it to compare CSG exploration and mining with the plans to dam the Gordon-below-Franklin?
- How does the 'Lock the Gate' campaign resemble the 'Save the Franklin' campaign? How is it different?

### Research and communicate

- British biologist and television presenter David Bellamy was a prominent figure in the Franklin campaign. Identify some recent campaigns in which personalities have been prominent. How do they seem to add to the effectiveness of campaigns? Propose some current personalities who you think would be effective in an environmental campaign, and explain why.

### Develop source skills

- Refer to **SOURCE 1** and answer the following questions.
  - What impression of the dust storm is created by the photograph?
  - What might residents have thought when they saw this storm approaching?
  - What adverse effects might the storm have had on the community depicted?
- Refer to **SOURCE 2** and answer the following questions.
  - What does the scene suggest about the intensity of the clean-up operation?
  - The spill polluted almost 2000 km of coastline. How big a task would the clean-up have been?
  - How valuable could this photo have been for environmentalists, if they had had the use of it?
- Judging by the photograph in **SOURCE 3**, why would it be difficult and dangerous to deal with this problem?
- Refer to **SOURCE 6** and answer the following questions.
  - The cartoonist has altered the words of a famous poem to highlight some Australian environmental problems. What problems are mentioned?
  - What do you think is meant by 'her beauty and her error'?
  - What practice does the cartoonist seem to blame for environmental damage?
- Refer to **SOURCE 7** and answer the following questions.
  - What clues are there in the source that these men are involved in rat catching and are not simply bystanders?
  - Do their expressions or stance give any clues as to their possible thoughts and feelings? Explain your answer.
  - To help understand the extent and severity of the rat plague, what would you like to know about this pile of rats?
- Refer to **SOURCE 8** and answer the following questions.
  - What natural environmental factors led to famine in Somalia, according to Dr Lyons?
  - What human causes of famine does she describe?
  - In what ways could civil war make a famine worse?



16. Use **SOURCE 10** to answer the following questions.
  - (a) The children in the source are refugees from surrounding countries, including Somalia, Sudan, Ethiopia and Eritrea. Most have fled civil war or armed conflict as well as drought and famine. Why can such conflicts worsen the effects of drought and famine?
  - (b) Why might refugee children be keen to continue their schooling in the camp?
17. What is the advantage of a simple symbol like this triangle shown in **SOURCE 11**?
18. What role do badges play in political campaigns?
19. Use **SOURCE 12** to answer the following questions.
  - (a) What words would you use to describe the scene in the photo?
  - (b) Why might some people be opposed to the flooding of this place?
  - (c) How might some people justify its flooding?
  - (d) Environmentalists eventually used this photograph as the centrepiece of their anti-dam publicity. Why might it have been a very effective image?
  - (e) How could you find out whether the photograph is representative of the Franklin River environment generally?
20. Look at **SOURCE 13**. Do you think Bob Brown, as a leading environmental activist, would have liked the impression conveyed by this photograph? Do you think it would have been an effective image to use on campaign literature? Explain your answer.
21. Use **SOURCE 14** to answer the following questions.
  - (a) In which direction does the Franklin River flow when it joins the Gordon River?
  - (b) Note the site of the proposed dam. Would it block the flow of the Gordon River, the Franklin River or both? Explain your answer.
  - (c) Note the site where Peter Dombrovski took his famous photograph. What information would you need to decide whether or not the site would be flooded by the proposed dam?
22. Read **SOURCE 15**. Think about cause and effect in this story by identifying the key events that led to the Franklin River being saved. The first event could be Bob Brown's trip down the river in 1976. The last event would surely be the High Court decision in 1983. What four other events do you think were important? Why?
23. Use **SOURCE 16** to answer the following questions.
  - (a) What seems to be happening in the situation shown in the photo?
  - (b) What hope do you think the blockaders would have of preventing the bulldozer reaching the dam construction site?
  - (c) Write two captions for this photograph, one from the blockaders' perspective and one from the HEC perspective.
24. Use **SOURCE 17** to answer the following questions.
  - (a) How could blocking an access road disrupt the construction of the Gordon-below-Franklin dam?
  - (b) What impression does the photograph convey of the protesters?
  - (c) How might different people have reacted to this photograph if they'd seen it in a newspaper report? Explain.
25. Use **SOURCE 19** to answer the following questions.
  - (a) Why might a HEC worker think a dam is 'beautiful'?
  - (b) What point do you think the cartoonist Jeff Hook was trying to make through this cartoon?
  - (c) Do you think Hook was in favour of the dam proposal or not? Explain your answer.
26. Use **SOURCE 20** to answer the following questions.
  - (a) Why would this act have outraged many people?
  - (b) The French agents — after being uncovered, tried and sentenced — served only two years of their 10-year sentences. How might that be explained?



RESOURCES — ONLINE ONLY



Complete this digital doc: Worksheet 5b.6 Significant campaigns (doc-23169)

## 5b.7 National and international action

### 5b.7.1 The UN: a catalyst

It would take many books to describe the actions taken by nations, acting singly or cooperatively, to create a more sustainable world. Particularly in the last 50 years or so, governments around the world have passed laws and implemented programs to promote sustainability. In 1980, for example, the United States passed the Comprehensive Environmental Response, Compensation and Liability Act (CERCLA). It empowered the



Environmental Protection Agency to force polluters to remediate polluted sites. But the story has not been all good news. Those same governments have often acted in ways that threaten sustainability or failed to take action that would enhance it. For example, while governments might promote renewable energy, they might also encourage the expansion of the coal industry. They know that revenue will flow to the government through royalties paid by mining companies. They know too that mining can produce job growth and national prosperity — outcomes that can boost a government's popularity. But they also know that coal-fired power stations are major emitters of carbon dioxide. Still, it is probably valid to claim that governments around the world have begun to give more weight to environmental factors when they make policy and plan programs.

Much of the impetus for environmental action has come from the UN. In Stockholm in 1972, the UN convened the first international meeting on the global environment. You can read part of the Stockholm Declaration in **Source 1**.

**SOURCE 1** Extract from the Declaration of the United Nations Conference on the Human Environment (Stockholm Declaration), 1972

We see around us growing evidence of man-made harm in many regions of the earth: dangerous levels of pollution in water, air, earth and living beings; major and undesirable disturbances to the ecological balance of the biosphere; destruction and depletion of irreplaceable resources; and gross deficiencies, harmful to the physical, mental and social health of man, in the man-made environment, particularly in the living and working environment.

The ideas in the declaration would not surprise anyone today. But in 1972 they introduced a new concern — environmental sustainability — to international discussions and debates. The environment has since become a serious, but debated, issue for citizens and their governments.

The UN's major environmental agency is the United Nations Environment Program (UNEP), set up in 1972. Its website lists over 40 areas of interest and activity. They include forests, biodiversity, climate change, energy, freshwater, harmful substances, land, ozone, resource efficiency and urban issues. Much of the work of the UNEP is done in developing countries attempting to deal with the challenges of development

and sustainability. But the UNEP has also been important historically because of its sponsorship of key international agreements. Its first major success came in 1987 when it sponsored the Montreal Protocol.

In signing the Montreal Protocol, nations agreed to phase out the production and use of ozone-depleting substances, chemicals used in pressure pack cans, refrigerators and fire extinguishers. In the atmosphere, those chemicals damage the layer of ozone, causing dangerous ultraviolet radiation to reach the Earth. This increases the incidence of skin cancer among humans and animals. The Montreal Protocol is the only international agreement to have been signed by every member state of the UN. A multilateral fund helps developing countries to pay for the change to safer chemicals.

Another success came in 2001, when nations began to sign the Stockholm Convention, agreeing to phase out the production and use of dangerous chemicals known as persistent organic pollutants. A 'dirty dozen' was identified for priority action, including the widely used DDT.

## Our common future

Probably one of the most significant actions of the United Nations was the publication in 1987 of the report entitled *Our Common Future* by the United Nations World Commission on Environment and Development. The report popularised the idea of sustainable development (see **Source 3**).

**SOURCE 2** Photograph of a section of the Calumet River in the Great Lakes region, United States



### SOURCE 3 Sustainable development as described in *Our Common Future*

Humanity has the ability to make development sustainable to ensure that it meets the needs of the present without compromising the ability of future generations to meet their own needs. The concept of sustainable development does imply limits — not absolute limits but limitations imposed by the present state of technology and social organisation on environmental resources and by the ability of the biosphere to absorb the effects of human activities ...

Meeting essential needs requires not only a new era of economic growth for nations in which the majority are poor, but an assurance that those poor get their fair share of the resources required to sustain that growth ...

Sustainable global development requires that those who are more affluent adopt lifestyles within the planet's ecological means — in their use of energy, for example.

From United Nations World Commission on Environment and Development 1987, *Our Common Future* (Brundtland report), Oxford University Press, Oxford, pp. 24–5.

Fifteen years later in 1992 at a United Nations conference in Rio de Janeiro, 178 nations signed the Rio Declaration. They supported the idea of 'ecologically sustainable development'. However, the meeting was far from harmonious. Richer countries were accused of wanting to maintain their affluent lifestyles while asking poorer nations to give up plans to achieve similar standards of living.

### SOURCE 4 Cartoonist Peter Nicholson comments on the global situation, 1997.



### Difficult decades for the environment

In 1992, amid the heated debates, the Rio conference also produced the Framework Convention on Climate Change. It encouraged nations to take action to reduce global warming. Five years later came the Kyoto Protocol. Countries that signed the protocol agreed to legally-binding targets for the reduction of greenhouse gas (GHG) emissions. By the mid 1990s, climate change had become the most prominent issue on the global agenda. What made it so prominent were the reports being produced by the Intergovernmental Panel on Climate Change (IPCC). The IPCC was set up in 1988 by the UNEP and the World Meteorological Organization. It draws on the research and analysis of hundreds of leading climate change scientists. The IPCC published reports in 1990, 1996, 2001 and 2007. Its 2007 report had serious news for Australians, as **Source 5** shows.

The year 2007 marked another step in global action on climate change. A meeting of the **G8+5** nations in Washington, United States, issued the Washington Declaration which proposed a **cap and trade scheme** to control carbon emissions. In December 2009 the UN convened another Climate Change Conference in

Copenhagen, Denmark. There was intense debate with clear divisions between developed and developing countries and complex politicking by China and the United States in particular. An agreement (the Copenhagen Accord) was drawn up but did not gain unanimous support. And so, once again, the hope for a binding international agreement on reducing carbon dioxide levels was dashed.

**SOURCE 5** Significant findings from the IPCC report, 2007

The report stated that according to research 'most of the observed increase in global average temperatures since the mid-twentieth century is *very likely* due to the observed increase in **anthropogenic** GHG concentrations' (p. 5). It then went on to list some of the major effects of global warming: higher temperatures in many places, melting of polar ice, changes in rainfall patterns, sea level rises and increased storm activity.

For Australia, the report forecast the following:

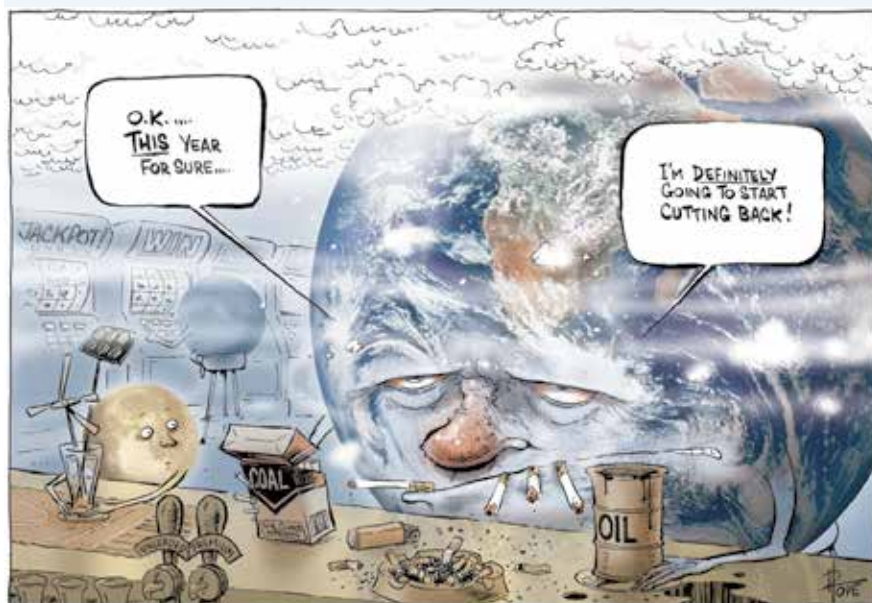
'By 2020, significant loss of biodiversity is projected to occur in some ecologically rich sites, including the Great Barrier Reef and Queensland Wet Tropics.

- By 2030, water security problems are projected to intensify in southern and eastern Australia ...
- By 2030, production from agriculture and forestry is projected to decline over much of southern and eastern Australia ... due to increased drought and fire.
- By 2050, ongoing coastal development and population growth in some areas of Australia ... are projected to exacerbate risks from sea level rise and increases in the severity and frequency of storms and coastal flooding.' (p. 11)

Extracts from IPCC 2007 *Climate Change 2007: Synthesis Report — Summary for Policymakers*, IPCC, Spain.

In 2010, another UN Climate Change Conference was held, this time in Cancun, Mexico. It was the sixteenth meeting of the countries that had signed the UN Framework Convention on Climate Change. Although statements were made once again about the seriousness of climate change, no binding agreement was made to require countries to take action. One positive step was the decision to establish a Green Climate Fund to assist developing countries in taking action to reduce emissions. There was, however, no clear idea of how the developed countries would provide the money for that fund. Further conferences were planned, but the tensions between developed and developing countries seem likely to continue. In the 40 years since the publication of *Our Common Future*, the nations of the world had not agreed to common action to shape the common future. Despite this, some nations continued their individual programs on climate change. Australia was one.

**SOURCE 6** Cartoonist David Pope comments on progress towards sustainability.





## 5b.7.2 Australian government responses to environmental issues

After 1960, successive Australian governments introduced a range of policies and programs that addressed environmental issues. Those government actions paralleled the emergence and growth of increased environmental awareness around the world.

In the 1960s and 1970s, environmental action by federal governments tended to focus on specific issues, ones that were often brought to public attention by environmentalist groups. Thus, federal governments took steps to protect the Great Barrier Reef from unsustainable use, Fraser Island from sand mining and particular forests in New South Wales from logging. However, environmental issues were often overshadowed in federal politics by other matters that gripped the public imagination — particularly the protracted Vietnam War.

One sign of increased environmental awareness was the nomination of important Australian sites — both natural and cultural — as World Heritage sites. In 1981, the United Nations awarded **World Heritage status** to the Great Barrier Reef and Kakadu National Park.

### RETROFILE

Australia's World Heritage sites (and their dates of listing) include:

- the Great Barrier Reef (1981)
- the Tasmanian Wilderness (1982)
- Uluru (1987)
- Fraser Island (1992)
- Royal Exhibition Building and Carlton Gardens (2004)
- the Sydney Opera House (2007)
- the Ningaloo Coast (2011).

**SOURCE 7** Photograph of the Royal Exhibition Building and Carlton Gardens, Melbourne





In 1983, the Labor party led by Bob Hawke won the federal election, a result affected dramatically by the Franklin Dam issue. The ALP held office federally for the next thirteen years under Hawke and, from 1991, Paul Keating. One early action was the limitation of uranium mining under the three-mine policy in 1984. The ALP period in office coincided with important developments globally, in particular the publication of the ground-breaking report *Our Common Future* — the United Nations report on sustainable development popularly known as the Brundtland Report.

Environmentalists had great hopes that Australia would respond to the Brundtland Report in a serious, concerted way. The federal government proposed an ecologically sustainable development (ESD) policy, and a 1990 ESD discussion paper defined ESD as ‘using, conserving and enhancing the community’s resources so that ecological processes, on which life depends, are maintained and the total quality of life, now and in the future, can be increased’. However, the initial optimism of environmentalists was not realised. As the Australian Conservation Foundation reported:

Although the National Strategy for Ecologically Sustainable Development has been adopted by the Commonwealth and all States and Territories, many government agencies still appear to see their primary role as the promotion of economic development, with little regard to environmental costs.

The Liberal–National government led by Prime Minister John Howard took office in 1996. By then, the ESD initiative had been largely abandoned, but the new government did introduce a range of environmental policies. Key legislation included the *Environment Protection and Biodiversity Conservation (EPBC) Act 1999*. Based on partnerships with state governments, the Act proposed programs to reduce salinity, improve water quality and protect remnant vegetation.

In 1996–97, the Howard government set up the National Heritage Trust which proposed ‘coordinated regional activity, linked across Australia ... (for) improving the management of our natural resources’. It had four components — landcare, bushcare, rivercare and coastcare. At a local level, the Envirocare program funded environmental initiatives after 2002, including responses to drought. At national level, state and federal governments agreed on a National Action Plan for Salinity and Water Quality in 2000. In 2003, the Howard government turned its attention to the serious problem of water allocation in the Murray–Darling Basin — a problem that remained unresolved ten years later.

Despite these programs, the Howard government was seen by environmentalist organisations as unsympathetic to their aims and activities. By the time of the 2007 federal election, climate change was on the global agenda. There were accusations that the Howard government questioned whether climate change was a serious result of unsustainable human activity, and whether it required significant government action. Climate change was a major theme in the 2007 election.

In 2007, the Labor Leader of the Opposition, Kevin Rudd, declared that climate change was ‘the greatest moral, economic and environmental challenge of our generation’. In 2008, as prime minister, he ratified the [Kyoto Protocol](#) on behalf of Australia. The Labor government introduced a range of policies and programs to combat climate change. They included a [renewable energy target](#) for the power industry, funding for a ‘green car’ scheme and subsidies for home insulation, solar hot water and solar power systems. The most ambitious scheme, however, aimed to ‘put a price on carbon’ — what was popularly called a carbon tax. On 12 October 2011, the Australian Parliament passed the Clean Energy Bill, imposing a tax on carbon emissions from mid 2012. The carbon tax had been debated vigorously, particularly in terms of its possible economic and financial effects. But there has also been a wider debate about climate change and global warming, with some sceptics and deniers questioning whether climate change is really occurring and, if it is, whether it is really anthropogenic (caused by human actions).

**Source 8** indicates how emotional some people have been in the debates about climate change. Leading Australian environmental scientist Professor Ian Lowe has commented on the debates. In **Source 9**, he distinguishes between two different types of debate — first, whether anthropogenic climate change is occurring, and second, what should be done about it.

As an example of the need to go beyond science, Professor Lowe raised the question of what to do about reducing the carbon dioxide produced by cars in a society. You can pursue this question in the 5b.7 Activities section.

**SOURCE 8** Photograph of protesters against plans for a carbon tax outside federal parliament, 16 August 2011



**SOURCE 9** Professor Ian Lowe writes about the climate change debates.

... The attention given by the media to those in denial has created a public impression that the science is uncertain, whereas the science has been settled within the relevant community for at least a decade.

The question of the most appropriate response to this knowledge is a more complex matter, and science itself is of limited help. The science tells us that we need to curb the growth of greenhouse gas levels in the atmosphere, but choosing from the possible ways of achieving this involves economic, social and political issues as well as scientific assessments.

From Ian Lowe 2011 'The crumbling wall', *Griffith Review*, edn 31, pp.56–7.

## RETROFILE

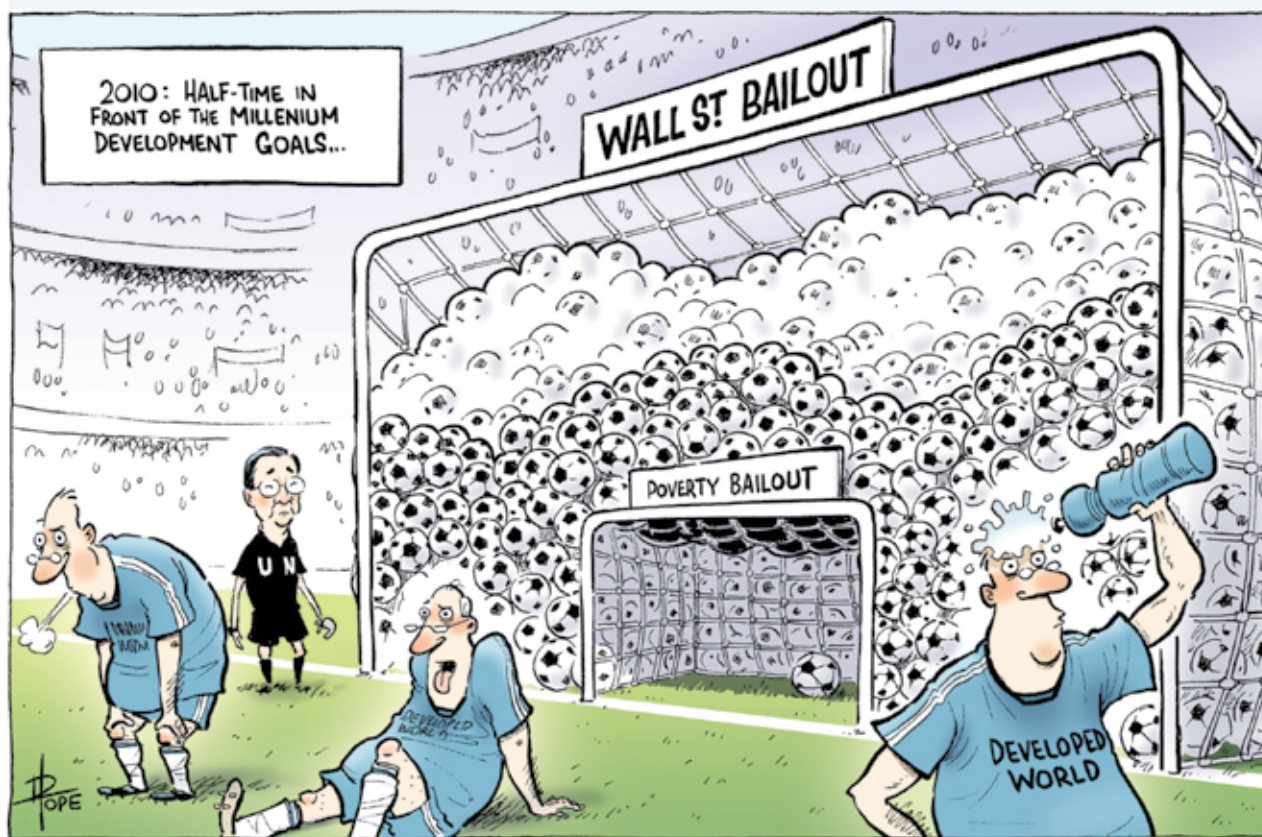
One organisation that worked hard to bring about the Earth Charter is Green Cross International. Its founding president was Mikhael Gorbachev, former president of the USSR. GCI has offices in many countries including Australia. Its mission is 'to respond to the combined challenges of security, poverty and environmental degradation to ensure a sustainable and secure future'.

### 5b.7.3 The Millennium Development Goals and the Earth Charter

This topic has described how the sustainability of the environment is linked to the wellbeing of people. After a meeting in 2000, the members of the UN committed themselves to a set of eight Millennium Development Goals (MDGs). The goals focused on poverty, health and education, but also on environmental sustainability. The UN aimed to meet targets in all eight areas by 2015.

Similar goals have been proposed in a process called Earth Charter. The idea of a charter originated in the United Nations in 1987, but it took years of effort by individuals and organisations from 1997 to 2002 to produce a final document in 2002. The charter has four 'pillars': respect and care for the community of life, ecological integrity, social and economic justice, and democracy, non-violence and peace. It is seen as an ethical declaration designed to inspire people to work towards achieving the four pillars.

**SOURCE 10** Cartoonist David Pope comments on progress towards the Millennium Development Goals, 2010.



### 5b.7.4 Taking action: an example

In the late twentieth century, two terms began to appear more often on the labels of some popular products — those terms were *organic* and *fair trade*. People buying organic products could be assured that the items had been produced without the use of chemicals dangerous to people and environments (for example, oranges grown without chemical fertilisers or pesticides). A 'fair trade' label guaranteed that the workers who had produced the product had worked in safe and healthy conditions and had been paid fairly (for example, toys made in an overseas factory where conditions and wages were monitored and certified). A product labelled both 'organic' and 'fair trade' embodies the twin aims of sustainable development — environmental sustainability and social justice. Two products dear to the hearts of many Australians — chocolate and coffee — can now be bought in fair trade and organic forms. They offer citizens a way of acting ethically in their everyday lives. You can investigate this idea further in 5b.7 Activities question 4.



## 5b.7 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. Why were the following significant in the history of environmental issues?
  - Declaration of the United Nations Conference on the Human Environment (1972)
  - Montreal Protocol (1987)
  - Publication of *Our Common Future* (1987)
  - Kyoto Protocol (1997)
  - Millennium Development Goals (2000)
  - IPCC report (2007)
  - Election of a federal Labor government in Australia (2007)
  - Passage of the Clean Energy Bill in Australia (2011)
2. From the brief detail provided in this subtopic, what seem to be the similarities between the Millennium Development Goals and the Earth Charter?

### Research and communicate

3. Professor Ian Lowe cited pollution by cars as an environmental problem that can be addressed in different ways depending on social, economic, political and environmental beliefs. As a group, research some or all of the following proposals and then discuss the pros and cons of each.
  - Increasing the price of cars and/or petrol
  - Banning older, inefficient cars
  - Placing 'congestion taxes' on driving and parking in city centres and at peak times
  - Government funding of research into electric cars
  - Government subsidies for buyers of electric and fuel-efficient cars
  - Providing increased public transport
  - Encouraging people to live close to their workplaces
  - Increased government funding for bicycle paths, bicycle parking stations and shower/change facilities

In your research and discussion, think particularly about:

- how effective each proposal might be in reducing pollution
  - who would be advantaged and disadvantaged by each proposal
  - whether people would support a proposal
  - whether governments would be likely to adopt a proposal.
4. Select a product that is available in a fair trade and organic form (for example, chocolate or coffee). Research the production, transportation, sale and consumption of the product to evaluate whether it enhances environmental sustainability and social justice. Investigate also the reasons why some producers do not adopt fair trade and organic production, why some citizens do not choose fair trade and organic options and why some critics see flaws in the initiative. Discuss your findings with classmates to decide whether fair trade and organic food seems a worthwhile and practicable initiative.

### Develop source skills

5. Use **SOURCE 1** to answer the following questions.
  - (a) Use the source and information from previous subtopics to give one example of each of the following.
    - (i) Pollution in the air
    - (ii) Depletion of an irreplaceable resource
    - (iii) Harm to the mental health of people in their everyday environment
  - (b) The declaration does not name the people and organisations responsible. Discuss who those responsible could be.
6. (a) Which problems listed in the Stockholm Declaration (**SOURCE 1**) probably exist in the area shown in **SOURCE 2**?
  - (b) In 2011, the US Environmental Protection Agency (EPA) stated that 90 per cent of the Calumet River flow 'originates as municipal and industrial effluent, cooling and process water and storm water overflows'. What problems could that cause for local people and their environment?
  - (c) Why would councils and industries continue to pollute the river in this way?



7. Read **SOURCE 3** and answer the following questions.
  - (a) How can the way people live today compromise 'the ability of future generations to meet their own needs'?
  - (b) What is meant by 'the ability of the biosphere to absorb the effects of human activities'?
  - (c) What does the WCED believe that people in poorer nations need?
  - (d) What does the WCED believe that people in richer nations should do?
  - (e) How might the WCED message have been received in poorer nations and in richer nations? Why?
8. Use **SOURCES 3** and **4** to answer the following questions.
  - (a) Does the cartoon in **SOURCE 4** seem to depict 'the poor' and 'the more affluent' mentioned by the WCED in **SOURCE 3**? Explain your answer.
  - (b) How would the lifestyle of the 'more affluent' in the house produce a large ecological footprint?
  - (c) How has the cartoonist highlighted the simplicity of the lifestyle of the villagers?
  - (d) Why do you think Nicholson titled his cartoon 'A greenhouse nightmare'?
  - (e) What attitude do you think Nicholson has to the issues of lifestyle and environment? Explain your answer.
  - (f) Do you think the cartoon is a fair comment on Australian lifestyles and attitudes? Explain your answer.
9. Read **SOURCE 5** and answer the following questions.
  - (a) What do you think is meant by 'water security problems' and why would they be problems?
  - (b) Why would a decline in agricultural production be a problem for Australia?
  - (c) What might be the social and economic effects of more frequent and more severe storms?
  - (d) Whose lives could be disrupted seriously by coastal flooding?
10. Use **SOURCE 6** to answer the following questions.
  - (a) What setting, familiar in movies, has the cartoonist drawn in the source?
  - (b) Who (or what) is the larger of the two characters? What well-known habits does that character have?
  - (c) What is the character smoking and drinking? How are they signalled in the cartoon?
  - (d) What is notable about the smaller character? Who (or what) does that character seem to represent?
  - (e) What do you think is the overall message of the cartoon?
  - (f) Is the cartoon a fair comment on the preceding section on international action on climate change? Explain your answer.
  - (g) Could the cartoon be misleading by suggesting that 'everyone' (the world) is to blame, rather than identifying those most responsible for lack of action on climate change? Explain your answer.
11. The Royal Exhibition Building and surrounding Carlton Gardens (see **SOURCE 7**) were listed as a UNESCO World Heritage site in 2004. Use the **UNESCO World Heritage Listing — Royal Exhibition Building and Carlton Gardens** weblink in the Resources tab of your learnON title to make a list of the site's architectural, cultural and historical qualities.
12. (a) Look at **SOURCE 8**. Which sign suggests that the protester does not believe the science of climate change?  
 (b) Why might politicians decide to consider both scientific knowledge and the views of protesters?
13. Use **SOURCE 9** to answer the following questions.
  - (a) In the source, Professor Lowe states that the debate has been settled 'within the relevant community', meaning the community of climate scientists. Comment on this statement: In debates, the general public should respect the knowledge of relevant scientists.
  - (b) Why do you think Lowe says that 'science is of limited help' in deciding what to do about climate change?
14. Use **SOURCE 10** to answer the following questions.
  - (a) The cartoonist uses a football game as a metaphor for the achievement of two goals — the MDGs and the financial bailout of US businesses after the Global Financial Crisis. According to the cartoon, which goal is being achieved?
  - (b) Who are the players in the game? How might that explain the result?
  - (c) Who is the referee? What does the cartoonist seem to be suggesting about the effectiveness of the UN?
  - (d) How could you check the validity of this cartoon comment?

# 5b.8 Review

## 5b.8.1 Review

### KEY TERMS

**anthropogenic** caused by people (from the ancient Greek words *anthropos* meaning ‘man’ and *genes* meaning ‘born’)

**biosphere** the relatively thin section of the Earth’s surface and the lower atmosphere in which life exists. It comprises the soil layers on land, the rivers, lakes and oceans, and the air in which birds and insects live.

**built environments** elements of the environment that have been constructed by people, including buildings, roads, parks and sporting and cultural facilities

**cap and trade scheme** imposing a limit (cap) on total carbon emissions while rewarding companies that reduce carbon pollution and penalising those that don’t. The scheme involves buying and selling (trading) carbon credits, often in the form of certificates.

**civil war** a war between rival groups within a nation

**clicktivist** recently coined word describing a person who does things online — such as signing a petition — as their way of being politically active

**Copernican revolution** the major change in thinking caused by Copernicus’s 1543 theory that the planets revolved around the sun — the heliocentric theory — rather than the prevailing thought at the time that the Earth was the centre of the universe

**Cornucopian** describes the belief that nature is, and always will be, bountiful enough to supply human needs

**ecology** the relationship of all elements in an environment, including people, animals and inanimate elements

**ecosystem** refers to a natural environment and all the organic life within it

**environment** surroundings; can be natural, built or social

**equity** fairness achieved by treating people identically (equally) or by treating people differently to achieve a fair (equitable) outcome

**G8+5** includes the major industrial G8 countries of Canada, France, Germany, Italy, Japan, Russia, United Kingdom and the United States and the emerging economic giant ‘+5’ nations of Brazil, China, India, Mexico and South Africa

**Gandhi** man who led India’s struggle for independence from Britain in the first half of the twentieth century using *satyagraha* — non-violent protest, disobedience and non-cooperation

**green ban** a ban placed by union workers on a development project that threatens a site of historical or environmental value

**Horn of Africa** the peninsula in north-eastern Africa that includes Somalia, Djibouti, Eritrea and part of Ethiopia

**infant mortality** a statistic for the number of children under the age of one who die for every 1000 live births. In Australia today it is approximately 4.5, but in 25 African countries it ranges from 64 to 175.

**Kyoto Protocol** an international agreement whereby signatory nations commit to reduce greenhouse gas emissions. It was framed in Kyoto, Japan, in 1997 and came into force in 2005. The protocol is linked to the UN Framework Convention on Climate Change.

**Murray–Darling Basin** the area drained by the Murray and Darling rivers and their tributaries. The basin stretches from south-east Australia (around the Australian Alps) and southern Queensland to near Adelaide in South Australia, where the Murray enters the sea.

**online petition** a document on a website that people are asked to sign to show that they support a particular cause or oppose a particular action

**outhouse toilet** a non-flushing toilet situated away from a house, shop or office. Human waste dropped into a steel bin under a wooden seat and was usually collected regularly by local councils. They were still in common use in some Australian towns and cities in the 1960s.

**perspective** the particular way a person sees, understands and feels about an event or an issue. Perspective is affected by upbringing, experiences, values and philosophical or political beliefs.

**renewable energy target** requires companies that generate electricity to produce a certain percentage of their energy from renewable sources such as solar, wind and tidal

**slacktivism** recently coined term suggesting that clicktivism is a lazy way of being politically active

**sustainable** able to maintain the wellbeing of people, communities and environments

**tsunami** a large wave caused by a subterranean earthquake. The wave, many metres high, can travel thousands of kilometres and cause much destruction and loss of life if it reaches land.

**United Nations** an international body set up in 1946 following World War II to preserve peace and alleviate problems of health, poverty and human rights

**World Heritage status** a designation granted by UNESCO (United Nations Educational, Scientific and Cultural Organization) for natural or built environments and features of special significance environmentally, historically or culturally. Once having nominated a site successfully, governments are expected to preserve and protect it.

## 5b.8 Activities

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### learnON ONLINE ONLY

5b.8 Activity 1: Check your understanding

5b.8 Activity 2: Practise your historical skills

5b.8 Activity 3: Multiple choice quiz

Go online to access additional end of topic resources such as interactivities and printable worksheets.

## Practise your historical skills

### Comprehension: chronology, terms and concepts

- Over the past 40 years, the United Nations has taken steps to investigate, describe and publicise environmental issues — for example, by commissioning and publishing a report. Select five of those steps and copy and complete the table below to describe the UN's role.

	Date	Action taken by UN	Which concepts were addressed in the UN action: environmental degradation; overpopulation; resource depletion; unsustainability; limits to growth; global inequality?
1			
2			
3			
4			
5			

- Identify a UN action that eventually led to Australia taking steps to reduce climate change. Write a brief description of that action. Use a graphic organiser to explain how some or all of the seven historical concepts (evidence, continuity and change, cause and effect, significance, perspective, empathy, contestability) apply to that action and its consequences.

### Analysis and use of sources

- Why did some key changes in the lifestyles of Australians after 1945 lead to an increase in Australia's ecological footprint? Use **SOURCE 1** — an advertisement for Hotpoint electrical appliances from the 1950s — to investigate this by answering the questions that follow.
  - Which of these terms describe this source?
    - Historical
    - Primary
    - Secondary
    - Graphic
    - Textual
    - Print
    - Commercial
  - Who produced this advertisement? Where might it have been seen? Who would have been the intended audience? What was the purpose of this advertisement?
  - What messages does the advertisement convey about (i) a desirable lifestyle and (ii) the benefits of electrical appliances?
  - What emotive words have been used to entice potential buyers?

- (e) Does the advertisement prove that such appliances were found in all, or most, Australian homes? Explain your answer.
- (f) Does the advertisement indicate that the desire for such appliances was widespread among Australian families in the 1950s? Explain your answer.
- (g) Locate some modern-day advertisements for household electrical appliances. How are those advertisements similar to and different from the Hotpoint advertisement? What might have caused any differences you identify?
- (h) Locate a modern advertisement that, as well as emphasising economy, describes the product's 'green' characteristics. What do the two products suggest about the changing attitudes of people as consumers?

**SOURCE 1** An advertisement for a Hotpoint refrigerator from the 1950s

A Great Appliance Name On The Greatest Refrigerator Of Them All

# Hotpoint Super-Stor

Masterpiece Of America's Foremost Kitchen Planners

**YOU WOULD NATURALLY expect to find the name Hotpoint on this newest and finest of refrigerators. For Hotpoint has pioneered and perfected many of the greatest advances in modern electric kitchens.**

- • **This masterpiece** is actually *two* outstanding appliances in one. Within its single, beautifully styled cabinet you will find a famous Hotpoint no-defrost refrigerator *plus* a genuine zero-cold home freezer!
- • **The world's most convenient refrigerator**, this superb new Hotpoint Super-Stor places 72% of all storage space at your finger tips! Eight scientifically engineered food preservation zones provide the correct, automatically controlled temperature and humidity for all types of fresh, frozen and cooked foods. The roomy freezer quick-freezes and stores 70 pounds of food.
- • **Every convenience feature** of modern refrigerator design is incorporated in this new Hotpoint Super-Stor Combination—special butter bin, handy door shelves, leftover racks, sliding aluminum shelves, high-humidity fruit and vegetable drawers, automatic door latches, whisper quiet Thriftmaster mechanism and many others too numerous to mention.
- • **This handsome Hotpoint** no-defrost refrigerator and food freezer is the finest home refrigerator unit ever developed. Yet it is reasonable in cost and may be had on easy monthly terms if you wish. See it soon—at your nearest Hotpoint dealer. \* Hotpoint Inc. (A General Electric Affiliate), 5600 West Taylor Street, Chicago 44, Illinois.

\*For dealers' names, see your classified phone directory.

Everybody's Pointing To **Hotpoint** Quality Appliances

Look To Hotpoint For The Finest . . . **FIRST!**

Refrigerators • Freezers • Dishwashers • Stoves • Washers • Dryers • Freezers • Automatic Washers • Clothes Dryers • Stoves • Freezers • Dishwashers

## Perspectives and interpretations

4. Throughout this topic, we have seen how environmental thought and action have focused on creating a sustainable environment and, in some cases, a fair society. There is another reason that some people advocate a simpler lifestyle that has less impact on the environment. Read the following to find out about that reason, then answer the questions that follow.
  - In 1976, Erich Fromm's book *To Have or To Be* argued that many modern people made the mistake of thinking that the aim of life was to gain material possessions — to have — rather than to do something worthwhile with their lives — to be.
  - In 1976, E.F. Schumacher's book *Small is Beautiful* argued that people's lives would be more happy and healthy if they pursued the goal of 'adequacy' (having enough) rather than 'excess' (having as much as possible).
  - In 1990, Philip Cushman argued that a modern obsession with shopping for material possessions can produce an 'empty self' with no positive sense of identity.
  - In 2005, Clive Hamilton and Richard Denniss in *Affluenza* claimed that 'people who construct their identity from what they consume basically don't know who they are'.
  - In recent decades, some advocates of sustainability have embraced a minimalist lifestyle in which they buy, produce and use only what they need for a healthy, comfortable and environmentally sustainable lifestyle.



- People who adopt a minimalist lifestyle can be motivated by three aims: reducing environmental impact; reducing unfair relationships with exploited producers in developing countries; and living a more meaningful life focused on values other than materialism.
  - By 2009, a Yahoo interest group called The Compact had almost 10 000 members who had pledged to live more minimal lives, using blogs to share their experiences and ideas.
- (a) What is the idea that is common to all seven of the statements above?
  - (b) Where would you place the seven statements on the scale of 'ecocentric-anthropocentric' thinking? (See *Different ways of thinking* in subtopic 5b.4.)
  - (c) What is meant by the statement by Hamilton and Denniss that 'people who construct their identity from what they consume basically don't know who they are'?
  - (d) What might be some of the 'values other than materialism'?
  - (e) People will have different perspectives on the ideas in the seven statements. Use the following table to identify some different perspectives and to explain the reasons for them.

## Empathetic understanding

5. The idea of a minimalist lifestyle contrasts starkly with what most Australians aspire to in their lives. Why might most people find the idea of living minimally too challenging? What ideas and emotions might be involved when someone does decide to commit to a minimalist lifestyle? On a daily basis, how might that person think and feel differently from people living mainstream lifestyles? How might that person deal with any ridicule, criticism or doubts they might encounter?

Perspective	Attitude to the ideas in the seven statements	Reasons for adopting that attitude
Cornucopian		
Instrumental		
Technological optimism		
Limits to growth		
Rights of nature		
Deep ecology		

## Research

6. Imagine that you are again investigating the question: Why did some key changes in Australians' lifestyles after 1945 lead to an increase in Australia's ecological footprint? What types of historical sources of evidence could you use to learn about those changes and about their environmental impact? Scan subtopics 5b.2–5b.7 to locate six sources that you could use, trying to select different types — for example, policy documents, statistics, descriptions of lifestyles, and critical and persuasive texts. Evaluate the reliability and usefulness of each source.

## Explanation and communication

7. Throughout this topic, a range of attitudes to nature is described, from anthropocentric to ecocentric. Using historical sources from this depth study topic, develop a response to the question: How and why have many people changed their attitudes to nature during the past century? Choose an appropriate and effective medium to communicate your answer to a selected audience — for example, your teacher, your classmates, the school community or a wider audience targeted using social media.

# TOPIC 5c

## Migration experiences

### 5c.1 Overview

Numerous **videos** and **interactivities** are embedded just where you need them, at the point of learning, in your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). They will help you to learn the content and concepts covered in this topic.

#### LEARNING OUTCOMES

In this topic students will investigate:

- The waves of post-World War II migration to Australia, including the influence of significant world events **5c.2**
- The impact of changing government policies on Australia's migration patterns, including abolition of the White Australia Policy, 'Populate or Perish' **5c.3, 5c.4**
- The impact of at least one world event or development and its significance for Australia, such as the Vietnam War and Indochinese refugees **5c.5**
- The contribution of migration to Australia's changing identity as a nation and to its international relationships **5c.6**

#### 5c.1.1 Introduction

Modern Australia is a multicultural nation. The ambitious immigration program established after World War II transformed Australia and produced a diverse modern society. Under the slogan 'populate or perish', the post-war Australian government began a massive immigration program with the intention of establishing a more secure Australia.

Between 1937 and 1951, nearly half a million migrants made Australia their home. In these early post-war years, all ethnic groups were expected to fit into the Australian way of life. Despite government policies, the 'new Australians' changed and enriched Australia forever with their foreign languages, food and customs.

In 1972, the new Labor Party government abolished race as part of the selection system for immigration to Australia. With race and skin colour no longer a barrier to entry into Australia, substantial immigration from Asia began. Along with changes to immigration policies came a shift in Australian foreign policy and an acknowledgement of our place in the Asia-Pacific region. Australia was now poised to develop into a multicultural nation of the twenty-first century.

**learnON** ONLINE ONLY



Watch this eLesson: Migration experiences (eles-2602)



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### Starter questions

1. Think about our modern multicultural Australia. What do you think the term multicultural means?
2. In small groups, discuss the evidence you can see in your school, neighbourhood or broader community of multiculturalism. Write a short speech, letter or story explaining what multiculturalism means to you.
3. The White Australia Policy was passed with the Immigration Restriction Act of 1901. Research to discover the most important criteria this policy used to select people applying to migrate to Australia.
4. Explain the meaning of the term *foreign policy*.
5. In the 21<sup>st</sup> century we recognise our geographic location as part of the Asia–Pacific region. In groups, identify the countries of our region, and then discuss the responsibilities and role you think Australia should play as a member nation of the Asia–Pacific. Consider why it is important for us to forge close links with regional people and their governments. Put your ideas together and then write your own brief statement expressing your understanding of our place in this region of our world.

## 5C.2 Post–World War II migration and world events

### 5c.2.1 Australia in 1945

During World War II Australians faced air attack and feared a full Japanese invasion. With the end of war came the need to establish a long-term defence strategy. The Australian government realised

a larger population was necessary for future economic growth and security. In 1945, the population of Australia was just over seven million. Australia had to ‘populate or perish’.

### Safety in numbers — migration after World War II

The first federal minister for immigration, Arthur Calwell, wrote in 1945 that ‘the experience of the Pacific War has taught us one thing ... seven million Australians cannot hold three million square miles of this earth’s surface indefinitely’. Reconstruction of the nation, expansion of the Australian population and building a more secure Australia shaped the government’s policies guiding the post-war **immigration** program.

Negotiations with Britain had begun in 1944 to establish a large-scale migration program to Australia. Britain was traditionally the place Australia first looked to for potential migrants. The ethnic composition of the Australian population was not officially recorded before World War II; however, historians estimate that in 1945 approximately 93 per cent of Australians were of Anglo-Celtic background. After 1945 Australia encouraged **displaced people** from north-west Europe to migrate through an **assisted immigration** program. The Australian government committed to accept at least 12 000 refugees a year from camps across Europe. In September 1947 the first wave of post-war migration began, with people from war-torn Britain and Poland arriving in Australia.

This intake of displaced people laid the foundations for the creation of the multicultural Australia of the late twentieth century. While the percentage of British-born migrants remained high, the numbers of migrants from southern Europe rose sharply during the 1950s.

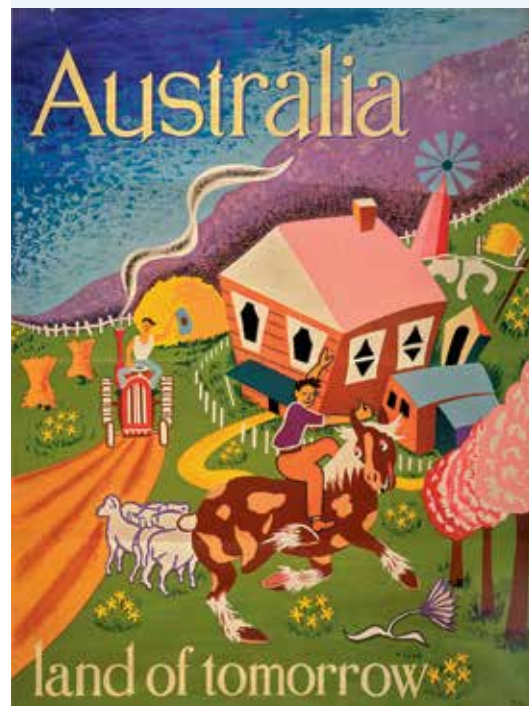
Immigration to Australia during the nineteenth-century gold rush years was the only time in Australia’s history when a large-scale increase in population was not the direct result of government immigration policies and programs. Between 1950 and 1970, Australia signed many agreements with the nations of Europe to promote immigration. The number of Italian-born Australians rose from 34 000 in 1947 to 267 000 in 1966 due to an agreement signed in 1951, and the number of Greek-born Australians rose from 12 000 in 1947 to 140 000 in 1966 due to an agreement signed in 1952.

**SOURCE 1** A 1942 World War II propaganda poster showing a Japanese soldier charging towards Australia from Asia. The experience of war on Australia’s doorstep promoted the post-war ‘populate or perish’ immigration program.



AWM ARTV09225

**SOURCE 2** Migration poster from 1948





**SOURCE 3** The ethnic background of the Australian population between 1947 and the end of the twentieth century

Origin	1947	1978	1988	1999
Anglo-Celt (English, Irish, Scottish, Welsh)	89.82	76.61	74.51	69.88
Aboriginal and Torres Strait Islander	0.78	0.98	1.00	1.51
North & West European	5.74	7.49	7.39	6.89
South European	1.50	8.06	7.37	6.96
East European	0.61	3.85	3.86	4.36
Jewish	0.92	0.74	0.74	0.66
West Asian and North African	0.15	1.13	1.36	2.46
South Asian	0.11	0.28	0.59	1.31
South-East Asian	0.03	0.27	0.16	2.54
North-East Asian	0.23	0.33	1.46	2.72
Other (Pacific/African/American etc.)	0.11	0.26	1.56	0.71
<b>Total %</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
Total number	7 640 400	14 263 100	16 538 200	18 980 000

### RETROFILE

In 1959 the Australian government requested that the Greek and Italian governments encourage unmarried Greek and Italian women to migrate to Australia. The Australian government was concerned about the number of young Greek and Italian men who could not find partners from their own ethnic communities.

## 5c.2.2 Influence of world events

World events also continued to influence patterns of immigration to Australia. The aftermath of the world wars, the rise of dictators and the collapse of civil order often determined the country of origin of migrants and the numbers of migrants. While the largest number of refugees accepted into Australia as migrants occurred between 1947 and 1952, a wide range of world political crises have created new groups of refugees and waves of migration. For example:

- Europeans escaping from conflict within communist countries, such as the civil unrest in Hungary in 1956 and Czechoslovakia in 1968, brought 150 000 migrants
- Latin Americans escaping dictatorships, such as the overthrow of the Allende government in Chile in 1973 and the civil war in El Salvador, brought 53 000 migrants
- the end of the Vietnam War brought approximately 300 000 migrants from **Indochina** to Australia and the first ‘boat people’ as refugees
- the breakdown of the former Yugoslavia brought 120 000 migrants
- civil war in Lebanon in 1975 brought over 20 000 Lebanese refugees, of whom over half were Muslim. The Lebanese community continued to grow in Australia during the 1980s as a result of the Israeli invasion of Lebanon.
- religious persecution of members of Iran’s Baha’i faith brought Iranians seeking refuge during the 1980s and 1990s. The twenty-first-century Iranian community in Australia now numbers over 25 000 and is representative of all Iran’s religious groups, with Muslims and the Baha’i being the largest communities.
- religious and political conflict in Sudan, Liberia, Congo, Burundi and Sierra Leone brought African migrants to Australia under the humanitarian program of the 1990s.

- the invasion of Afghanistan by the Soviet Union in 1979 resulted in over two million Afghans fleeing the conflict in their country. A small number arrived in Australia as refugees. The Afghani population in Australia reached approximately 1000 by the early 1990s. Civil war followed the Russian withdrawal of troops, with power being seized by the strictly Islamic government of the Taliban. The Taliban's repressive government combined with severe drought in 2000 to create another wave of asylum seekers fleeing Afghanistan. These later groups often arrived in Australia by boat. The Afghani population of Australia now numbers over 17 000.

Between 1947 and 2000 the Australian population grew from 7.5 million to nearly 20 million. This increase was largely due to immigration. In the 60 years between 1950 and 2010 approximately one million migrants arrived in Australia in each decade. Today, nearly one in four Australians were born overseas.

## 5c.2 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

- Using the text and sources as evidence, write a paragraph describing how the Australian population changed as a result of the immigration policies of the post-war period.
- Outline the connection between world events and patterns of immigration to Australia.

### Comprehension and communication

- Imagine it is the beginning of the twenty-first century and the Australian population has just reached 20 million. Write a magazine article celebrating the achievements of the post-war immigration program. In your article, explain to your readers what Arthur Calwell hoped to achieve in 1945 and the continuing impact of world events on the creation of the twenty-first century Australian population.
- Use the internet to locate images expressing the many stories of twentieth-century immigration to Australia. Combine your article and images to create an illustrated double-page magazine spread.

### Develop source skills

- SOURCE 1** features a Japanese soldier armed with a machine gun stepping across the globe with the Imperial Japanese flag behind him. How does the source indicate that the Australian government used the experience of war to convince Australians that post-war population growth was necessary?
- Using the text and **SOURCE 1**, explain what a larger population offered post-war Australia.
- Outline the purpose of the **SOURCE 2** migration poster. Explain the image of Australia that the poster expressed.
- SOURCE 3** provides a summary of the changes in the ethnic background of the Australian population between 1947 and 1999. With reference to the source, identify:
  - the largest ethnic groups in Australia during the post-war period
  - the period when the number of South-East Asian people in Australia began to increase
  - the largest non-European ethnic group in Australia in the post-war period.

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Complete this digital doc: Worksheet 5c.2 People on the move (doc-23173)

## 5C.3 Government policies and patterns of migration

### 5c.3.1 Early migration from many lands

The first European migration to Australia began in 1788 with the transportation of criminals. By the mid nineteenth century Britain had shipped over 160 000 convicts to its Australian colony. The nineteenth-century migration of thousands of free people was then spurred on by both economic developments in Australia and world events such as:

- the growth of the Australian wool industry in the 1820s, which created enormous employment opportunities
- the Industrial Revolution, which created social change and the development of new industries requiring a new pool of workers, particularly in countries like Australia
- the famine in Ireland during the 1840s, which pushed many Irish to escape poverty through migration
- the gold rush of the 1850s, which brought large numbers of fortune seekers from Europe and China.

Nineteenth-century immigration peaked at around 50 000 new arrivals each year during the gold rush decade between 1850 and 1860. Throughout the 1870s and 1880s a large immigration program was encouraged through assisted passage schemes introduced by the colonial governments of South Australia and Queensland. Migrants from Britain remained the largest group of arrivals in Australia, but they were soon joined by groups such as the Germans, who began establishing their own communities in regions such as the Barossa Valley in South Australia from the 1840s.

**SOURCE 1** Photo of German migrants to Australia in the late nineteenth century



The late nineteenth-century development of the Australian sugar industry was based on the cheap labour provided by Melanesian labourers in Queensland. Camel handlers from Afghanistan, Pakistan and Turkey were also brought to Australia to open up the vast Australian interior through the construction of telegraph lines, railways and roads. The pearling industry in the waters of northern Australia was established through the skill of Japanese pearl divers. The Chinese first came to Australia as farm labourers and then in the 1850s to work on the goldfields.

**SOURCE 2** A Japanese pearl diver working off the coast of Thursday Island in the Torres Strait during the early part of the twentieth century



### Restrictions on immigration to stop cheap labour

In the late 1800s, many employers gave jobs to the Chinese as cheap labour in an attempt to pressure Anglo-Celtic workers to accept lower wages and working conditions. In the 1880s, all the Australian colonies introduced legislation to limit Chinese immigration. The Chinese were forced to pay a 10-pound tax to enter any Australian colony and the number of Chinese that could travel on board a ship to Australia was limited. During the economic depression of the 1890s, antagonism towards Asians grew because of fears that cheap non-white labour would increase unemployment among the Anglo-Celtic population.

### 5c.3.2 The White Australia policy

Many viewed the white race as superior to others. They feared that non-white immigration would result in intermarriage between ethnic groups and a loss of racial purity. Others argued that Australia needed time to create its own culture and traditions and that non-white immigration would undermine the process.

Commonwealth government control of immigration came with federation of the colonies in 1901. Most parties contesting the 1901 elections supported the view that immigration to Australia needed to be restricted to white migrants. This approach to immigration was known as the White Australia policy. The *Immigration Restriction Act* became law on 23 December 1901. It remained in force until 1958, although the underlying policy of a 'white' Australia remained until 1973. The purpose of the Act was to restrict non-white immigration using a dictation test. The Act of 1901 did not mention race or the policy of excluding any migrant according to their ethnic and racial background. Instead, immigration officers applied the dictation test to anyone they thought unsuitable. The test involved prospective migrants writing down a passage of about 50 words that the immigration officer dictated. At first the passage had to be dictated in a European language, but eventually it could be given in any language at all. This meant that 'unsuitable' candidates could be given the test in a language with which they were unfamiliar to ensure they failed the test. The dictation test was removed from the Act in 1958, having been used fewer than 2000 times in nearly six decades. Simply the threat of having to sit the dictation test was effective enough in discouraging non-white people from applying for migration to Australia.

The *Immigration Restriction Act* damaged relations between Australia and countries within Asia, especially Japan. It also reinforced the impact of the *Pacific Island Labourers Act* of 1901, which prohibited the employment of Pacific labourers and ordered the deportation of those Pacific Islanders already in Australia.

**SOURCE 3** 'The Mongolian octopus — his grip on Australia', a cartoon by Phil May that appeared in *The Bulletin* in 1886



**SOURCE 4** An extract from the *Immigration Restriction Act* 1901

#### **AN ACT TO PLACE CERTAIN RESTRICTIONS ON IMMIGRATION AND TO PROVIDE FOR THE REMOVAL FROM THE COMMONWEALTH OF PROHIBITED IMMIGRANTS**

Be it enacted by the King's Most Excellent Majesty the Senate and the House of Representatives of the Commonwealth of Australia as follows:

1. This Act may be cited as the Immigration Restriction Act 1901...
2. The immigration into the Commonwealth of the persons described in any of the following paragraphs of this section (herein-after called 'prohibited immigrants') is prohibited, namely:
  - (a) Any person who when asked to do so in front of an officer fails to write out at dictation and sign in the presence of the officer a passage of fifty words in length in a European language directed by the officer;
  - (b) any person likely in the opinion of the Minister or of an officer to become a charge upon the public or upon any public or charitable institution;
  - (c) any idiot or insane person;
  - (d) any person suffering an infectious or contagious disease of a loathsome or dangerous character;
  - (e) any person who has within three years been convicted of an offence, not being a mere political offence, and has been sentenced to imprisonment for one year or longer therefore, and has not received a pardon;
  - (f) any prostitute or person living on the prostitution of others;
  - (g) any persons under a contract or agreement to perform manual labour within the Commonwealth ...



## Migration after World War I

With the outbreak of World War I, immigration to Australia came to a standstill and some migrants who were previously acceptable were now classed as enemy **aliens**. Australians born in Germany, Bulgaria, Turkey or the region of the Austro-Hungarian empire faced **internment**, or restrictions on their movements. The restrictions on the entry of Turkish people into Australia were not lifted until 1930.

The end of World War I brought a revival of the assisted immigration schemes of the nineteenth century. Between 1919 and 1922 over 17000 British ex-servicemen took up the offer of free passage and settlement in Australia. The beginning of the Great Depression brought an end to the assisted migration programs of the period between the wars. Nevertheless, an increasing number of young Italian and Greek men paid their own way and migrated to Australia in the 1920s and 1930s. The 1930s also saw a rise in Jewish migration to Australia in response to the persecution of Jews in Europe.

### 5c.3.3 Migration after World War II

In the decades after World War II, immigration was the strongest force changing Australia. After the experience of war in Asia and the Pacific, Australians felt vulnerable to attack. The war had frightened people into wanting immigration on a much larger scale than in the past.

#### 'Populate or perish'

The World War I prime minister, Billy Hughes, had stressed the importance of immigration with the slogan 'populate or perish'. After World War II, the Australian Labor government's vision was to build a stronger Australia through immigration on a grand scale. The government proposed a yearly intake of 70000 migrants, which meant annually adding one new migrant to every 100 Australians.

The government believed that an ambitious immigration program would provide:

- a larger population for future military defence
- a larger workforce to promote greater economic development and increase national wealth.

#### Renewed assisted passage schemes and displaced people

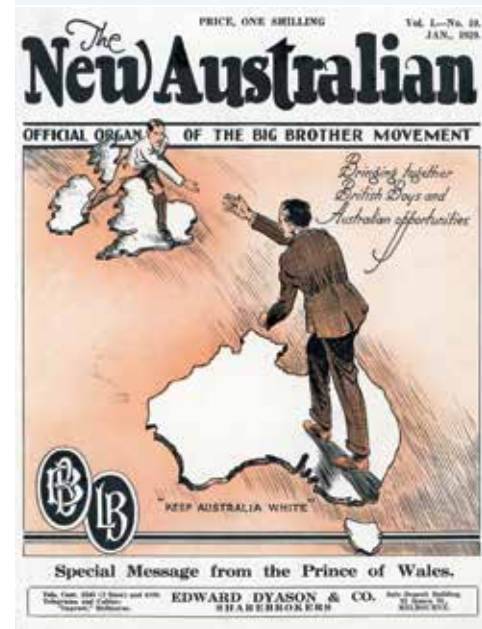
The Labor government established a Department of Immigration, with Arthur Calwell serving as the first minister for immigration. In 1946 Calwell designed an assisted passage scheme to attract British migrants to Australia. Under this scheme, British ex-servicemen and their families were given free passage to Australia, and other British migrants paid ten pounds for an adult fare and five pounds for a child. The scheme was offered on the condition that migrants remain in Australia for a minimum of two years.

British migrants choosing to return to Britain within two years were expected to refund the Australian government the cost of their journey. This amounted to more than one hundred pounds, a very large sum

**SOURCE 5** A migration poster from the 1920s designed to encourage young British men and women to Australia



**SOURCE 6** A 1929 cover of the *New Australian* magazine promoting British immigration to Australia through the Big Brother Movement



in the 1950s. The expression *ten-pound Pom* popularly described the people from the British Isles who migrated to Australia under the scheme. Many famous Australians, including former Prime Minister Julia Gillard, who migrated from Wales in 1966, began their lives in Australia as ten-pound Poms.

**SOURCE 7** Excerpt from the *White Alien Immigration Report 1944*

*The General Attitude to Alien Immigration*

5. As it is likely that a much larger proportion of our future immigrants will be European aliens, the white alien must be regarded as an asset and not a person admitted on sufferance. It should be an important objective to ensure that the treatment and conditions of alien immigrants in the early post-war years will enhance Australia's reputation in Europe. Considerations which have led to these conclusions are briefly as follows:

- (a) Australia needs additional population for reasons of defence, economic development, and population growth. Defence reasons are obvious: the necessity for greater manpower has been demonstrated by events since December 1941.

Industries both primary and secondary would benefit from a larger home market. A policy of full employment would maintain a high level of national income and consequently a large demand for goods and services, especially 'tertiary' products and services, and thus there would be a strong demand for labour. In these conditions domestic supplies of new labour (from natural increase) would be insufficient and immigrant labour would be necessary.

Population growth in Australia, as in most countries of western civilisation, is not great enough to assure any considerable future growth ...

- (b) Migrants of British stock are unlikely to be available in sufficient numbers. In order to double our present numbers by the end of the century we would need about 60 000 immigrants a year ...

The volume of migration from Britain ... seems likely to be much smaller than in the twenties. Even so, Australia cannot expect to attract the whole of this British emigration; we have to compete with other countries.

- (c) Migrants must therefore be obtained largely from non-British countries ...

Quoted in J. Zubrzycki, *Arthur Calwell and the Origin of Post-War Immigration*, Bureau of Immigration, Multicultural and Population Research, Canberra, 1995.

**SOURCE 8** Arthur Calwell explains why Australia accepted refugees from Europe in 1947.

... These people, whose normal standards of living have been compatible with our own, and who even now do not, in a large proportion of cases, consist of depressed classes, represent an ideal source of migrants who will fit smoothly into our way of life and who will help to meet Australia's labour shortages in the fields of industry and agriculture ...

A former military camp at Bonegilla, near Wodonga, has been fitted out as a reception and training centre. At this camp the migrants will be given a further course of instruction in utilitarian English, Australian social conditions and other subjects which will assist their easy absorption into the community.

Australia, House of Representatives, *Debates*, 28 November 1947, vol. 195, pp. 2922–3.

The following year Arthur Calwell toured the refugee camps of Europe where 11 million displaced people, the homeless survivors of the war, were waiting to be accepted for settlement in new lands. It was clear that British migrant numbers could not meet the government target of one per cent annual growth, but Arthur Calwell was aware of the Australian reluctance to accept non-British immigration. Calwell set out to change attitudes by declaring that immigrants:

- would not take Australian jobs
- would stimulate the economy and create more employment.

In November 1947 the first group of World War II refugees arrived: 843 Latvians, Lithuanians and Estonians. Within two years, 19 ships were regularly travelling between Naples and Australia bringing migrants under the Displaced Persons Scheme. When the scheme ceased in 1953, it had delivered 170 000 refugees to Australia.

### 5c.3.4 Assimilation

**Assimilation** guided immigration policy through the 1950s and most of the 1960s. It was based on the belief that Australia would be best served if all ethnic groups conformed to the ‘Australian way of life’ because that way of life was superior to any other. Australians expected the migrant community to quickly learn to speak English and take on all the social and cultural characteristics of the broader Anglo-Australian community. Assimilation required that traditional aspects of community life such as language, food and music be left behind in the ‘old country’.

**SOURCE 9** Tony Maniaty — writer, broadcaster and son of a Greek migrant — describes what his father’s rejection of ‘Greekness’ meant for his own sense of identity and cultural heritage.

My father arrived in Australia in 1937 with the aim of assimilating as fast as he could. He was so keen to escape his Greekness that he married an Australian, he learnt English as fast as he could and dropped most of his Greek friends. Most of his generation did the same, but I think that their children are now starting to re-embrace their culture.

I was quite clear about my culture when I was 15 years old. I was Australian and that was all there was to it. But now I’m confused about it ... When I first went to Greece, it was as if I had discovered something that had been kept secret from me for 20 years.

In a way I’m more Greek than my father. He embraced Australianisms so much and so consciously got rid of his Greekness that I think he was pretty successful but maybe he didn’t have much choice ... I feel as if I am permitted to feel and be Greek.

Tony Maniaty, quoted in *The Age*, 27 January 1986.

#### RETROFILE

The largest real estate franchise in Australia, L.J. Hooker, was established in 1928 by a Chinese businessman, Tin You. He believed the Chinese name and image would be a disadvantage for his business. He chose his favourite position in rugby as his business name.

### 5c.3.5 The end of the White Australia policy

World War II increased the Australian fear of Asia, but also forced Australians to take a much closer look at the region. Australia’s interest in Japan increased in the 1950s as Japan emerged from the period of reconstruction with a stable government and a developed economy. The post-war independence movement that swept European colonial power from Africa and Asia created independent Asian nations and offered Australia trade opportunities. From the 1950s, the immigration regulations imposed by the White Australia policy were gradually relaxed over the following stages:

- In 1956 residents of Australia who were not of European background were allowed to apply for citizenship, and Japanese war brides were permitted settlement in Australia.
- In 1958 the dictation test used to exclude ‘unsuitable’ immigration applicants was abolished.
- In 1966 the policy of using immigration to maintain a ‘white Australia’ was rejected by the major Australian political parties.
- In 1967 Australia entered into a migration agreement with Turkey, a non-European nation.

Obstacles to Australia’s relationship with Asia remained despite the gradual development of interest and understanding. The rise of communist China and the Cold War kept alive the racial stereotype of Asians as the ‘yellow peril’, capable of invading Australia and destroying its democratic way of life. During the 1960s the Australian view of China began to shift. The Menzies Liberal government realised China’s potential as a market for Australia’s **primary produce** and began establishing trade agreements. Japan was also increasingly regarded as an important export market for Australian produce. By 1975, only 4 per cent of Australian trade went to Britain while 33 per cent went to Japan.

In 1972 Australia's newly elected Labor government finally abolished the last traces of the White Australia policy by replacing race and country of origin with personal attributes and occupation as the basis of migrant selection. In 1973 Australia was declared a multicultural nation. By 1975 laws were enacted to combat any form of racial discrimination within Australia.

The reasons for the changing attitudes towards Asia which eventually undermined the White Australia policy were many and varied:

- International politics such as the independence movements began to break down beliefs in European superiority and the European right to rule over others.
- Political developments such as the creation of the Association of South-East Asian Nations (ASEAN) in 1967 used diplomacy to connect Australia to the region through trade, justice and defence agreements.
- Economic developments, such as Britain's decision to join the **EEC** in 1973, forced Australia to look to the Asia-Pacific region for new markets and trade links.
- Popular culture brought images of Asia into our daily life, creating an understanding of the complexity and richness of Asian cultures.
- Travel and tourism took many thousands of Australians to Asia and replaced fear with curiosity and an appreciation of foreign lands.

#### **SOURCE 10** Timeline of significant events of the twentieth century and Australian immigration policy

1901	The White Australia policy is formalised through the <i>Immigration Restriction Act</i> .
1943	Prime Minister John Curtin gives a wartime speech to the nation in which he stresses the need for a future increase in population to ensure Australian security.
1945	World War II ends and the Australian Department of Immigration is established.
1946	The assisted passage scheme is established to bring British migrants to Australia.
1947	Australia agrees to accept refugees from Europe as migrants.
1949	Construction of the Snowy Mountains Hydro-electric Scheme begins and establishes the need for a large migrant labour force.
1950	The Good Neighbour movement is established.
1955	The number of post-war migrants to Australia reaches one million.
1958	The <i>Migration Act</i> abolishes the dictation test with an entry permit system assessing skills as the basis for entry into Australia.
1965	The Labor Party removes 'White Australia' from its immigration policy.
1966	Prime Minister Harold Holt extends the skilled migration category to include some non-European applicants.
1972	The Snowy Mountains Hydro-electric Scheme is completed.
1973	The White Australia policy is officially dismantled.
1975	The <i>Racial Discrimination Act</i> is passed.
1977	A Charter for Multicultural Australia is drawn up by the Australian Ethnic Affairs Council.
1980	Channel 0/28 begins broadcasting multicultural television in Sydney and Melbourne.
1984	Professor Geoffrey Blainey creates national debate about the strength of multiculturalism and levels of immigration.
1989	The <i>National Agenda for a Multicultural Australia</i> report defines the commitment to Australia to be observed by all new arrivals.
1994	Humanitarian settlement from former Yugoslavia and the Middle East is increased.
1997	The One Nation party is founded on policies opposing multiculturalism and Asian immigration.
2000	Immigration policy favours skilled migration and proficiency in English language. Community debate begins about the treatment of asylum seekers.

#### **RETROFILE**

In the 1860s there were approximately 40 000 Chinese in Australia, which accounted for 3.4 per cent of the total population. By 1947, due to immigration restriction policies, only 6404 Chinese were recorded as residents of Australia. Numbers grew rapidly after the White Australia policy was dismantled in 1973. In 2000, there were 1.03 million Asia-born Australians, and by 2010 this number had increased to 2.01 million.



### 5c.3.6 One nation, many cultures — multiculturalism

The gathering together of a vast number of nationalities under Australian skies was dramatically changing the traditional Australian lifestyle. There was a growing need to reconsider the place of migrant communities in the broader Australian society.

The ethnic and cultural diversity of the post-war immigration program changed Australia. The Whitlam government confirmed the multicultural nature of Australian society when the White Australia policy was replaced by a points system accounting for occupational groups, skills and family connections. By the 1970s Australia no longer described itself as white and British. The national anthem was changed from *God Save the Queen* to *Advance Australia Fair*, the British honours system was replaced with an Australian honours system and the term 'British subject' was dropped from the Australian passport.

Multiculturalism acknowledged Australia's acceptance and appreciation of cultural diversity. Multiculturalism recognised the right of migrant Australians to maintain ethnic identity and the contribution of post-war migration to Australia from different parts of Europe, the Middle East, South America and Asia. This immigration program transformed a thinly populated and isolated Australia into a culturally **diverse** society.

By the 1970s more than a third of Australians had been born overseas or were the children of those born overseas. In the major metropolitan centres of Sydney and Melbourne, Australians could enjoy international live entertainment, festivals and food from all over the world. Australians from very different cultural and racial backgrounds also shared the pleasure of traditional Australian events like Anzac Day.

**SOURCE 11** The multiculturalism of modern Australia is in great contrast to the attitudes of the past, as shown in this cartoon from the *Lone Hand*, 2 March 1920.



**SOURCE 12** Immigration Minister AI Grassby receives a handwoven plaque of friendship from Greek and Albanian people, June 1974



**SOURCE 13** A 1980s poster designed to promote Australian multiculturalism



In 1975 the *Racial Discrimination Act* made it an offence to discriminate against a person on the basis of race, and in 1977 a charter for multicultural Australia was drawn up. This charter identified three basic principles necessary to multiculturalism:

- economic efficiency — the need to maintain and develop the skills and talents of all Australians regardless of their background
- cultural identity — the right of all to express and share their cultural heritage, language and religion
- equality of opportunity — the right of all to equality of treatment and the removal of barriers of race, ethnicity, culture, religion, language, gender or place of birth.

### 5c.3 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

#### Check knowledge and understanding

1. Create a mind map to summarise the reasons why the migration of free people to Australia increased in the nineteenth century.
2. Outline the reasons for the 1901 introduction of the White Australia policy.
3. Briefly explain the impact of the *Immigration Restriction Act* and how it was administered.
4. Write your own explanation of the term 'populate or perish'.
5. Explain why the Australian government launched an ambitious immigration program in 1947.
6. Define *assimilation* and outline the impact it had upon migrants to Australia.
7. Use the content of this subtopic to write a brief outline of the changes to Australia's immigration policy and attitudes towards Asia over the last century. Use this as the basis for the promotional blurb for a book entitled *From White Australia to Multiculturalism*.

#### Comprehension and communication

8. Imagine it is 1973 and you are the new minister for immigration. Write and present a speech explaining why the White Australia policy is being officially dismantled.

#### Develop source skills

9. Briefly explain the **SOURCE 3** cartoonist's motivation, message and purpose.
10. Suggest the impact that the attitudes expressed in **SOURCE 3** would have had on people like the pearl diver photographed in **SOURCE 2**.
11. Identify the sections in **SOURCE 4** that address the concerns of Australia's Anglo-Celtic population around 1901.
12. What attitudes and values are expressed through **SOURCE 4**?
13. According to **SOURCE 5**, the stars of the Southern Cross shone over the land of opportunity. Using the source as evidence, explain why British migrants were needed and what they were offered.
14. Show your understanding of the beliefs underpinning the White Australia policy by writing a 20-line article promoting the 1920s assisted passage scheme for inclusion in the 1929 edition of the magazine in **SOURCE 6**.
15. Use **SOURCE 7** to identify why the government initiated a massive post-war immigration scheme.
16. Read **SOURCE 8** and describe the quality that Arthur Calwell identifies in the migrants being accepted in 1947.
17. Refer to **SOURCE 8** and outline the role of Bonegilla in the immigration process.
18. Using the argument for immigration presented in **SOURCE 8**, write the script for a 30-second radio advertisement promoting post-war immigration for a 1950s audience.
19. Read **SOURCE 9** and suggest why Tony Maniaty's father 'didn't have much choice' in embracing the Australian way of life.
20. Define the difference between the policies of assimilation and multiculturalism as expressed in the **SOURCE 9** account.
21. Describe the values and attitudes being expressed in **SOURCE 11** and then suggest how the values expressed here contrast to the values of a modern multicultural Australia.
22. Describe how the **SOURCE 12** photograph demonstrates the change that Australian society was experiencing as a result of post-war immigration.
23. Using **SOURCE 13** for ideas to get you started, design your own poster to promote multicultural Australia.



## 5C.4 Hardship and hostels

### 5c.4.1 Migrant arrivals

Most migrants arrived by ship to destinations in the major cities such as Sydney and Melbourne. They were then transported to migration hostels scattered throughout the rural regions, where for a period of four to six weeks they were ‘processed’ and prepared for life and work in Australia. Many migrants called the hostels home for months as the search for work continued. Early hostel accommodation was often hastily erected from materials left over from wartime such as corrugated iron **Nissen huts**. Conditions were basic. Men and women were housed in separate barracks with shared bathrooms and kitchens.

By 1951 special hostels were constructed as reception centres for the new Australians. The purpose of these centres was to:

- provide temporary housing and general medical care and assessment
- pay social services and provide basic provisions such as clothing
- interview and assess for appropriate employment assignment
- provide basic English language tuition and instruction in the Australian way of life.

The first hostel was Bonegilla Reception and Training Centre, established in 1947 by the Department of Immigration. Bonegilla was created during the era of assimilation. It was located near Albury and had previously been an army camp. Conditions were hard for families as men and women were separated and housed in huts or tents accommodating between 20 to 30 people. Conditions at Bonegilla improved when smaller huts were built, allowing families to be kept together. Thirty thousand people passed through Bonegilla before it was finally closed in 1971.

**SOURCE 1** Arthur Calwell meeting immigrants who had just disembarked in Australia from the Egyptian ship *SS Misr*, on the morning of 20 April 1947



**SOURCE 2** Photograph of the migrant hostel at Balgownie in New South Wales, 1957



#### RETROFILE

On 17 July 1961, more than 1000 migrants at Bonegilla rioted over a lack of employment opportunities. The camp's employment office was wrecked and an immigration officer was injured.



### SOURCE 3 Recollections of the voyage of the SS *Misir*

It all happened so very long ago, in the confusing, half-forgotten 1940s, when she was barely 11 and her small world was being turned upside down ...

Most vividly, though, she recalls the morning — in her memory it will always be a bright, shiny morning — of April 20, 1947. It was the day her ship, the Egyptian-registered SS *Misir*, finally docked at Melbourne and she was reunited with her father. He had emigrated to Australia in 1939, expecting his young family to follow soon after, but the war had intervened. In eight years, the family had received only one of the letters he had written, some five years after it was posted.

‘We were looking over the side and my mama said, “Look, you can see your papa down there in all the people.” I looked and I looked, and when I see him I faint, I faint.’ Even today, at 71, the sudden rush of distant memory causes her to falter, her voice to crack, her eyes to fill with tears. ‘I was always my papa’s girl ... All the time he is in Australia he has my picture in his wallet. To see him again, I never forget.’

Although she did not know it, among the many thousands of friends, relatives and journalists waiting at Melbourne to welcome the *Misir* was the immigration minister, Arthur Calwell. Photographs of him shaking hands with adults and patting wide-eyed children on the head would appear on front pages throughout Australia the following day.

For such was the international newsworthiness of the ship and its multicultural human cargo: 624 men, women and children from 26 different ‘countries’, plucked from ports in the Mediterranean, Middle East and east Africa. Australian sailors, British migrants, displaced persons (most of them Greek), refugees, returning residents, family ‘reunited’ like Paolina, South African footballers. Even a ‘coloured’ stowaway called Said Ismael ...

Extract from an article ‘When the boat came in’, by John Huxley, *The Age*, 10 March 2007.

## 5c.4.2 Italian Australians

According to the Australian **census**, the Italians are one of Australia’s largest and most widespread ethnic groups. The story of Italian immigration to Australia began with the arrival of small numbers of missionaries and settlers during the 1840s. With no direct shipping route to Australia, their journey was expensive and took over two months. Destinations such as the United States and South America were more popular until the 1850s gold rush drew thousands of Europeans to Australia in search of their fortune. When they did not strike gold, some settled into agricultural communities.

After the signing of a treaty between the United Kingdom and Italy in 1883, Italian settlers gained the right to own property and run businesses in Australia. Italian farmers, **artisans** and labourers arrived in increasing numbers. By the beginning of the twentieth century, the census recorded over 5000 Italians in Australia employed in a wide range of industries.

Early Italian migrants were usually motivated by a sense of responsibility for the extended family in Italy and generally did not consider permanent resettlement in Australia. After World War I, significant numbers of Italians began to arrive due to the economic difficulties and political problems of their homeland. They came from small towns and villages in the poorer rural areas of Italy’s southern regions in search of employment and better living conditions. Women also began migrating from Italy in larger numbers and between 1930 and 1940 reached 43 per cent of total arrivals. This group of migrants intended to stay long term in Australia.

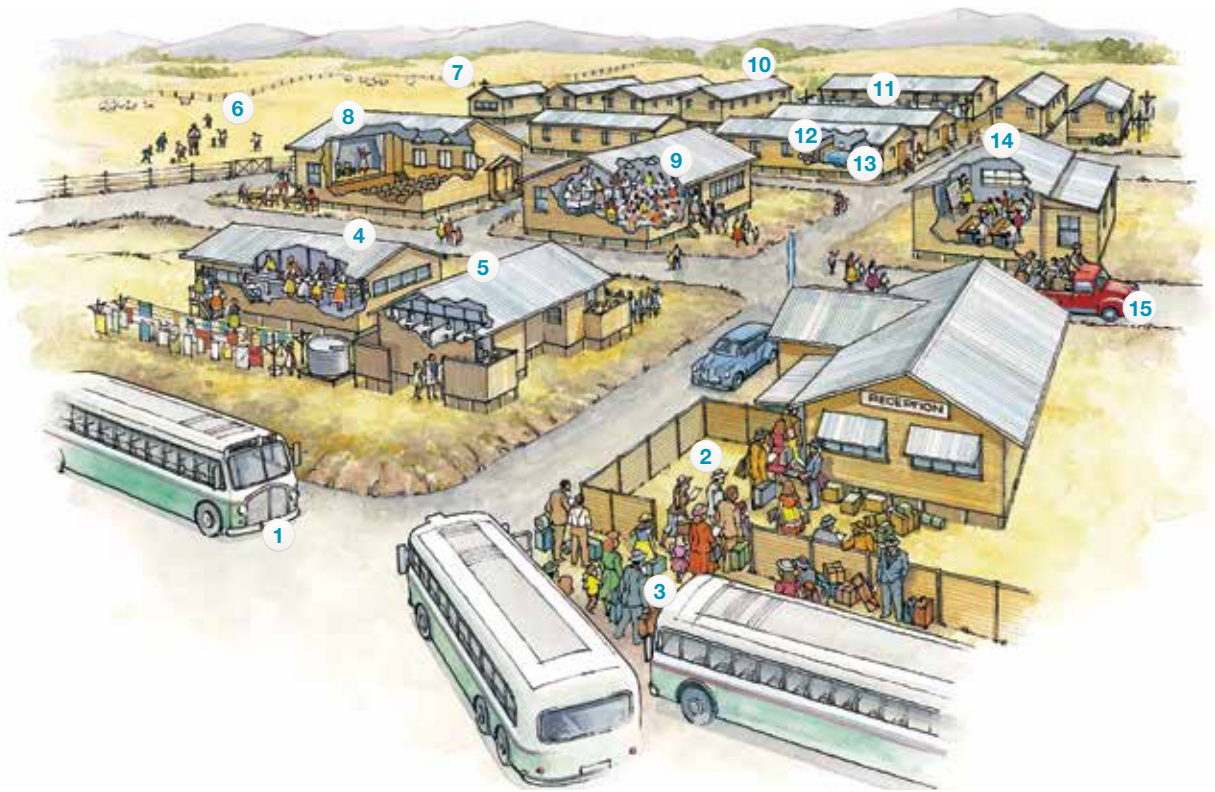
**SOURCE 4** Italian migrants on a picnic at Warrandyte, 1959. Many of those pictured were displaced Giuliano-Dalmati and had spent time at Bonegilla Migrant Reception Centre.



Pictured are: Nonna Pistrin, Nadia, Guido and Macri Pistrin; Maria, Pietro, Sergio and Cristiana Cerne; Giovanna, Mirella, Giuseppe, Arianna and Pino Bartolomè; Walter Zavattiero, Giovanna Radetich.



**SOURCE 5** A modern artist's impression of the facilities and activities at a typical block of a large migrant centre in Australia in the 1950s and 1960s



- 1 Migrants arrived in Australia after a long sea voyage from Europe and were transported by train and bus to migrant reception centres.
- 2 New arrivals queued with their papers and belongings at the Reception office. They were assigned to huts and received a supply of essentials, such as cutlery, crockery, linen and grey blankets.
- 3 The camps were often in rural areas and the new arrivals, in their heavy European clothes, took some time to become used to the hot and dry conditions of summer.
- 4 The laundry hut was always busy, with women queuing to use the wash tubs and washing lines. Although they spoke a variety of languages, the laundry hut was a social hub for many migrant women.
- 5 People queued to use the communal showers and toilet facilities. The toilets were usually deep-pit latrines although some later blocks had flush toilets.
- 6 Children from many European cultures overcame language barriers to make friends and play games to pass the long, often hot days at the camp.
- 7 People of many religious denominations shared a small chapel for worship.
- 8 In a central recreation hall, migrants organised concerts, dances and cultural celebrations. Movies were sometimes shown.
- 9 There were always queues for the dining room, where food was served at a main counter and migrants sat at small table settings to eat.
- 10 Some migrant centres were former army camps. The long huts were close together in blocks, and the blocks stretched over many hectares.
- 11 Huts were timber-framed with corrugated iron cladding. They were hot and airless in summer and cold in winter.
- 12 At first the huts had no internal partitions, and women and children were housed in separate huts from the men. Partitions for families were added later.
- 13 The furnishings in the cubicles were basic and migrants added their own touches and possessions to remind them of home.
- 14 In the classroom, migrants were taught basic English language skills and social customs to help them assimilate into Australian communities.
- 15 Many men obtained work in distant towns or on building projects and left their families for long periods.

The outbreak of World War II was followed by large-scale internment of Italians in Australia. Italians who had taken Australian citizenship often escaped internment but were nevertheless kept under a security watch by the Australian government. Despite this, with the end of the war thousands of Italians regarded the chance to immigrate to Australia as a wonderful opportunity. Italy had suffered great destruction during the last years of the war and the task of reconstructing the country was huge. By the middle of the 1950s, the number of Italians heading for Australia appeared as a mass migration. Italy became Australia's major single source of non-British migrants.

After World War II the value of Italian migration to Australia's economic development became clear. The government encouraged Italian immigration to Australia by establishing:

- an immigration system designed to reunite European families separated by World War II
- a system of assisted passage and recruitment for employment in Australian development projects.

The migrants of the 1950s and 1960s intended to remain in Australia permanently. During the three decades following the end of the war nearly 400 000 Italians migrated to Australia. These new arrivals often joined other family members in a process known as chain migration. After fulfilling their obligation to accept the location and nature of any employment provided by the Australian government, they settled where they found long-term jobs. By 1966, 75 per cent of the Italian community in Australia resided in the cities. In Sydney the community centre was located in the inner-city suburbs of Leichhardt and Glebe.

Migration from Italy began to dwindle by the 1970s, but the Italian place within Australian society was firmly established. By the end of the twentieth century, over 800 000 Australians were born in Italy or of Italian descent. Italian remains the second most widely spoken language in Australia. The Italian community is represented in all areas of Australian industry and society, but it is through the ordinary things such as cappuccino machines and Italian food that we see how deeply Italian culture is embedded in the everyday life of modern Australia.

#### SOURCE 6 Memories of migration: excerpt from Bruno Ladogna's story

I was born in 1935. My mother Caterina and I were originally from Pola in Istria, then in Italian territory ...

After the war there were no prospects for good jobs for me in Italy ... we found out there was an International Refugee Organisation that paid the fare for migrants. We were accepted because we were refugees coming from Pola. From Taranto we went to another camp in Bari (Italy) to wait for a ship. After two years in camps, my mother had used up all the money, so we were forced to go anywhere we could ...

As we had been refugees for two years and moved around a lot, so didn't have a lot of luggage, just one suitcase and a *baule* (trunk) with our basic things like clothes and some saucepans. My mother also packed her special coffee grinder that she couldn't live without. Just as well, when she tasted Australian Nescafe she said it tasted like *acqua sporca* (dirty water), very different to Italian coffee ...

In 1951 when I was 16, my mother and I boarded the *Castel Bianco* in Naples and in one month, in August that same year, we arrived in Melbourne ...

In Melbourne, we got on a train to Bonegilla. It was a bit better than the Italian camps we had stayed in. In Italy, the huts had large rooms divided by military blankets, but in Bonegilla we had a small hut divided by timber frames with metal panelling. My mother and I had a small room to ourselves and that was good. No cooking, we all ate together in the canteen but the food was not a hundred percent ...

I was one of the first ones to go out to work from the group that came on our ship. I think it was only 10 days after we arrived that I left Bonegilla for my first job at the Chullora railway workshop in south-west Sydney ... I had to leave my mother because we had signed an agreement to work and we didn't want to complain.

After one week, I got a pass to go back to Bonegilla to see my mother but she had also been sent away. No-one knew she had gone. I wasn't too happy but I knew that I would hear from her soon so I went back to Sydney to work. A week later I got a letter from her to say she was in Coolah, that is in north west of NSW. She was sent to Coolah District Hospital as a maid. I had to wait about a month for a pass to go to see her ...

NSW Migration Heritage website, [www.migrationheritage.nsw.gov.au](http://www.migrationheritage.nsw.gov.au).

## 5c.4 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. Create a series of diary entries recording the chain of events and experiences of a typical migrant arriving in Australia in the 1950s. Your entries should make references to the hardships that accompanied arrival in Australia.
2. Outline the process of chain migration and the role it played in bringing migrants to Australia.

### Comprehension and communication

3. Write a brief tribute to the Italian Australian community, outlining their story of immigration to Australia and the place they have in modern Australian life.

### Develop source skills

4. Using the evidence provided by **SOURCES 1** and **3**, describe why people chose to migrate to Australia and the hardships they had to endure.
5. Refer to **SOURCE 3**. The arrival of the SS *Misir* in 1947 received wide media coverage and protest.
  - (a) In small groups, discuss the reasons why this was such a controversial event in 1947.
  - (b) Compose a half-page response where you point out the strengths of a 'multicultural human cargo'.
6. What event is captured in **SOURCE 4**?
7. Imagine you are one of the people in the **SOURCE 4** photograph. Explain to an immigration official why the **SOURCE 4** event was of such importance to your migrant community.
8. The **SOURCE 6** account is a valuable piece of primary source evidence for historians researching Australian immigration. Read the account carefully and then complete the following.
  - (a) Identify the usefulness of this personal account to historians studying immigration.
  - (b) Identify any aspects of the account that would limit its usefulness as a source of historical information.

## 5C.5 The impact of world events on immigration to Australia

### 5c.5.1 Refugees

The waves of immigration to Australia have often been in response to global events, such as the massive displacement of people as a result of World War II. Most of these migrants were selected and arrived in Australia through government programs. Between 1947 and 1972 Australia took over 260 000 refugees through programs for permanent settlement.

Between 1972 and 2000 another 400 000 people settled in Australia under a variety of refugee programs established in response to world events and humanitarian crises. According to the United Nations (UN) definition, a refugee is a person who has 'a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular group or political opinion'. Not all refugees arriving in Australia made their journey through government-sponsored programs.

### 5c.5.2 Impact of events in Indochina

About two million people became refugees as a result of the Vietnam War. In 1975 the communist-led forces of North Vietnam entered Saigon and conquered South Vietnam. Vietnam was reunited but, sadly, the suffering of Indochina — an area comprising Vietnam, Laos and Cambodia — had not ended. In neighbouring Laos and Cambodia, communist governments also took power in 1975.



## The boat people

In 1975 the first boat people of modern times arrived in Australia. They made their way to Darwin as refugees fleeing the aftermath of the Vietnam War. Many Indochinese fled their homelands to arrive in the desperately overcrowded refugee camps of Thailand, Indonesia, Malaysia and Hong Kong. Almost 700 000 Indochinese refugees arrived in Thailand alone. Thousands of people requiring shelter and food placed a heavy burden on these nations of first **asylum**. The Indochinese were stranded in these transit camps, waiting for years to lodge applications and be given consideration as migrants in resettlement countries.

Thousands more Indochinese became boat people by sailing long distances in overcrowded and unseaworthy boats. They risked everything facing storms, pirate attack and starvation in their attempts to start life again in a new country. From 1976 to 1981, 56 boats carrying over 2000 refugees reached Australia. Over 46 000 boat people had arrived in camps in Malaysia by 1978. The refugee problem became so serious that the Malaysian government began towing boatloads of Indochinese refugees back out to sea in an attempt to stop the flow.

**SOURCE 1** Refugees from Indochina made life-threatening sea voyages in overcrowded and flimsy boats like this one, photographed in 1975. Countless numbers perished in their efforts to find refuge in countries like Australia.



**SOURCE 2** Nguyen Van Te was one of the 50 000 boat people existing in the harsh conditions of a Hong Kong refugee camp. Journalist Geoff Sims wrote the story of Te's long journey to Australia and his experience of life as a refugee.

Three hundred people were crammed into a stone building about three times the size of an average home's living room in most Western countries. They slept four to a single bunk with a board for a mattress and the bunks were stacked four high. They not only slept on them, they spent the day sitting on them. The only other space was the gap between the rows of bunks. There was nowhere to wash. There was little light or ventilation. The heat and humidity were stifling.

The building was just one of several. For ten minutes each afternoon the people held in this and the other buildings were allowed out into an exercise cage topped with barbed wire.

Green Island, just a stone's throw off the western tip of Hong Kong Island, was the official point of entry to the boat people, a 'restricted area' inaccessible to the media. It was here that the rudimentary processing was done — a basic sausage-machine approach, one might say in Hong Kong's defence, by necessity. Hundreds more boat people were arriving in Hong Kong waters every day. People talked about the 'record day' when 2000 made the run into Hong Kong territorial waters after grouping and sheltering from a typhoon along the China coast.

G. Sims, *The Moving Story of Nguyen Van Te and Jim Ellis*, ABC Books, 1991.



As the number of refugees continued to increase, the problem became a major political and humanitarian issue and so a matter of international concern. In 1979, the Secretary-General of the UN convened a meeting in Geneva aimed at finding permanent homes for the refugees of Indochina.

Sixty-five nations attended the conference to develop international agreements regarding the treatment of refugees. Vietnam acknowledged the large numbers of people leaving its shores illegally and agreed to allow orderly departure. Processing centres were established in refugee camps to speed up permanent resettlement.

There were many reasons such large numbers of Indochinese fled their countries, including:

- people of ethnic Chinese descent feared being persecuted for their religious or political beliefs
- people feared the new communist government because they had heard stories of the brutality of the new regimes
- people who had worked with the defeated forces feared persecution because of their previous associations.

In Cambodia, power went in 1975 to the guerrilla forces known as the Khmer Rouge. Their leader Pol Pot turned his country into a huge labour camp. Estimates vary, but between one and three million Cambodians were killed by the Khmer Rouge within a four-year period. Thousands more became refugees when they tried to escape the horror. All these refugees hoped for the chance for a better life away from the tragedy of Indochina.

**SOURCE 3** Excerpt from the book *The Happiest Refugee* by Anh Do, describing the desperation and suffering experienced by the Indochinese boat people on their voyages to destinations like Darwin

There was nothing but flat, blue water in every direction. The heat of the tropical afternoon sun clung to our skin and shoulders, and people tried to shield their eyes from the glare as the boat skidded along the frothy waves. The engine was spewing out thick petrol fumes and these, combined with the up-and-down motion, meant that our first few hours on-board were punctuated by bodies retching over the side of the vessel.

The boat was so small that we were jammed into every crevice, corner and spare patch of deck. It was almost impossible to get downstairs into the hold, which was heaving with sweating bodies and the suffocating stench of old fish. Forty people had transformed this tiny fishing boat into a living, seething mass of human desperation floating in the Eastern Sea.

Forty people on a nine by two and a half metre fishing boat, weighing the boat down so much that there was only half a metre of mossy wood between the rails of the boat and the waterline. Every time a big wave hit, we'd all scramble to bail out the water.

My mother, with a hot, crying child under each arm, stepped over and around bodies and made slow progress down into the hold, trying her best to calm two scared and delirious children. The boat's provisions consisted mainly of rice and vegetables.

Dad and my uncles had decided we should hold off eating until evening, not just to preserve food but also to instil a sense of authority and discipline. By nightfall everyone was starving and found reasons to ask for more than their tiny share, but Dad had to be firm to make the rations last. After eating, people slumped in whatever space they could find and tried to sleep. I cried for a while then fell asleep next to mum. Despite all Mum's attempts to soothe him, Khoa screamed throughout the night.

**SOURCE 4** Anh Do (left), author of *The Happiest Refugee*, is now a successful comedian, actor and writer in Australia. He is pictured with his brother, Khoa Do, a filmmaker and community service volunteer who was named Young Australian of the Year in 2005.



## Immigration and resettlement

Resettlement programs began under agreements made through the UN. In 1979 a program of orderly departure from Vietnam was established for entry to Australia. It was primarily intended to deter the boat people. The Indochinese refugees arrived in Australia in much the same way that refugees from previous wars had. Most were forced to leave all their possessions behind and many left their families. Thousands of families were torn apart during the conflict in Indochina and in the following long years of refugee life. Survivors of the war in Indochina are often part of a global immigrant community with close relatives scattered throughout the resettlement areas of Europe, America, Australia and Asia.

### 5c.5.3 Australia's response to refugees

The arrival and settlement of refugees in Australia became a controversial issue in the 1970s. Refugee settlement after World War II was usually seen as a charitable act which was also of long-term benefit to Australia. Australia has accepted refugees because:

- refugees have been a welcome addition to our workforce
- Australia has wanted to build a place in the world community by acknowledging the United Nations Convention of 1951, which defines who 'refugees' are and the legal responsibilities of all nations to provide refugees with protection
- various religious and ethnic groups in Australia have strong family and cultural connections with refugee populations.

Between 1975 and 1987, most refugees arriving in Australia came from Asia and the Middle East, fleeing war in Indochina and Lebanon. The arrival of these asylum seekers in the 1970s stirred the early twentieth-century fears of a weakly defended Australia being swamped by millions of Asians coming from the north. The 1979 Orderly Departure Program appeared to provide a solution to the issues that came from unauthorised boat arrivals. In the 1990s, UN sanctions on Iraq and the continuing war in Afghanistan led to another increase in the number of boat arrivals seeking asylum. The government responded by placing this wave of refugees in detention centres. People arriving in Australia without immigration documentation had previously been housed in open reception centres while they awaited assessment of their claim for refugee status. Under the system of mandatory detention, anyone arriving in Australia without a visa is detained, and deported if not accepted as a refugee. Mandatory detention centres have been increasingly located in remote regions of Australia. Access to legal assistance and contact with Australian relatives has become difficult for refugees detained in remote locations.

Public opinion, expressed through the media, showed alarm and hostility to the 'illegal' arrivals of the 1990s. Media coverage of the arrival of asylum seekers made regular headline news. In 1999, the Australian Immigration Department responded by opening another detention centre at Woomera, a remote area of South Australia. Over 1000 men, women and children escaping from either the Taliban in Afghanistan or Saddam Hussein's regime in Iraq were detained at Woomera. Conditions there were harsh and, by 2002, detainees were staging hunger strikes in protest.

Public sympathy for the plight of asylum seekers was limited by the suspicion and anti-Muslim sentiment fuelled by the 2001 terrorist attack on the United States.

Under the *Border Protection Act 1999*, Australian officials routinely inspect Indonesian fishing boats suspected of carrying refugees into Australian waters. Such transportation of refugees into Australian waters,

**SOURCE 5** Photograph of a barge carrying rescued suspected asylum seekers whose boat capsized off the coast of Christmas Island on 22 June, 2012



now known as ‘people smuggling’, has been seen by Australian governments as a criminal and terrorist threat to Australia’s national borders. The movement from humanitarian refugee resettlement schemes to mandatory detention continues to be the subject of much public debate. The detainment of children has been particularly controversial, with a 2004 Human Rights Commissioner’s report strongly condemning the policy.

Groups of asylum seekers from troubled lands such as Afghanistan continue to make the dangerous sea voyages from Indonesia to destinations such as Christmas Island and Ashmore Reef. In December 2010, refugees aboard a boat hit by a fierce storm crashed against the cliffs of Christmas Island (see **Source 6**). Of approximately 80 people on board, there were only 42 survivors. The public attitude and response to the arrival of asylum seekers in Australia is shaped by government press releases and the disturbing media images of such events. While homeland conflicts continue, desperate people will flee danger and persecution by any means possible. Maintaining a humane and sustainable response to the arrival of refugees in Australia remains the challenge.

**SOURCE 6** Photograph of an asylum-seeker boat being destroyed in a violent storm in December 2010



**SOURCE 7** Transcript of an ABC News report on mental health concerns for teenage asylum seekers

Tasmania’s Children’s Commissioner says some of the Pontville Detention Centre’s teenage asylum seekers are worried about their mental health and do not know why they are there.

Eileen Ashford met 29 of the 140 unaccompanied males aged between 13 and 17 at the centre near Hobart last week.

They are from Pakistan, Afghanistan, Iran, Iraq and Kuwait.

Ms Ashford says some are worried about their mental health suffering while they wait for decisions on their status.

‘They actually have sleeping problems,’ she said.

‘There [are] mental health services out at Pontville and they have accessed them, but they are saying that they are very worried that they will “go mental” with worrying about what is going to happen to them and that is in their words.’

Ms Ashford says the detainees have not been given enough information.

‘They’ve been provided with no written information in their language regarding their status and their claims for asylum,’ the commissioner said.

‘So they’re quite worried what’s going to happen for them and when asked “are you bored”, their resounding voice (was) “we are really bored, we want to go to school and we want to be in the community”.’

Ms Ashford, who is the first person from the community to visit them, says English classes are provided and negotiations are continuing to have the detainees attend schools in the community.

While the centre has a gym, Ms Ashford says a sports ground is also needed.

‘They actually want to play soccer and cricket but there’s no oval at Pontville because of funds.’

‘So they’ve actually been playing soccer and cricket amongst themselves with no appropriate sports gear and actually injuring themselves.

‘Some of them had those stocking things you have on your feet.’

Pontville has a capacity for 260 minors.

Ms Ashford says most of the current group were transferred from Christmas Island and Leonora in Western Australia. Some have been in detention for up to six months.

She wants the group moved into the community while they await decisions on their future.

Ms Ashford has written to the Immigration Minister with her concerns.

ABC News, 4 March 2013.

## 5c.5 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. Briefly explain why large numbers of Indochinese people became refugees in the 1970s.
2. Write a paragraph describing the response of the outside world to the refugee problem.

### Investigate further

3. Using information from **SOURCES 1–7**, the text and your own research, write a newspaper editorial drawing attention to the experience and continuing plight of the boat people who have made the journey to Australia.
4. Use Internet sources to learn more about Anh Do and Khoa Do. Create a short PowerPoint presentation on your findings.

### Develop source skills

5. Use **SOURCES 2–7** to briefly describe the challenges and difficulties faced by boat people refugees.
6. In small groups, discuss the usefulness of these sources to historians studying the impact of world events on immigration to Australia.

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 Complete this digital doc: Worksheet 5c.5 A safe haven (doc-23175)

## 5C.6 The migrant contribution to Australia

### 5c.6.1 The Good Neighbour Movement

In 1950 the Good Neighbour Movement was established by the Australian government to make migrants feel more welcome, and to encourage the established Australian community to accept newcomers. The government attempted to break down the prejudice against foreigners through special ABC broadcasts highlighting the contributions of migrant Australians.

Despite the policy of assimilation, ethnic communities were maintaining their identity through local community organisations, newspapers and social clubs. The influence of these ethnic communities was also changing Australia. The change to Australian society was most clearly seen through the revolution in eating and drinking habits. Before World War II eating out at restaurants was uncommon. Under the influence of a changed population, the menu broadened as it became popular to eat European and Asian food. Australians also discovered local wine was of world standard and so adopted the European custom of drinking wine with meals.

### 5c.6.2 Building a nation: the Snowy Mountains Hydro-electric Scheme

All assisted migrants over 16 years of age had to work. Immigration provided the large and mobile workforce required for Australia's ambitious post-war development plans. Migrants found work on farms, in factories, in the iron and steel industries and in the mines. The Snowy Mountains Hydro-electric Scheme was Australia's largest post-war building project and one of the largest employers of migrant labour.

The Snowy Mountains Hydro-electric Scheme best expressed the Australian vision for the future. The grand scheme was designed to generate hydro-electricity by harnessing the power of the snow and rain that fell in the Snowy Mountains. The water was then channelled into massive tunnels to irrigate farming land to the west of the Great Dividing Range.

Huge post-war government building projects employed thousands of people. Two-thirds of the Snowy Mountains workers were migrants who had come from over 30 countries. In 1949 Australia had a shortage of scientific and engineering skills. A massive international recruitment program to find workers experienced in fields such as surveying, tunnelling, geology and hydrology was launched to meet the challenges posed by the Snowy Mountains project. With the highly skilled workers came many more thousands prepared to take



whatever jobs they could find. They were the labour force that carved tunnels through the granite mountain range and built the 16 major dams. It was hard, dangerous and lonely work, with men often living in primitive conditions in basic camps for extended periods of time.

New towns were also built in the Snowy Mountains to accommodate the thousands of workers and their families. The cultural mix of these worker settlements established multicultural communities. In Cooma and Tumut delicatessens and restaurants opened offering a range of foods catering for European tastes. Despite Australian government policies promoting assimilation, the migrant workers of the Snowy Mountains did not leave behind the cultural practices and beliefs of their homelands. German carpenters continued to wear their traditional carpenters' uniform of black corduroys, identifying them as members of the guild in Germany. The contribution of the migrant community to the construction of the Snowy Mountains Hydro-electric Scheme was recognised in 1959, when the town of Cooma built an avenue of flags acknowledging the people of many lands who had overcome hardship and isolation to bring the vision to reality.

### RETROFILE

The Snowy Mountains Hydro-electric Scheme was the biggest engineering project ever undertaken in Australia. It was designed to include 16 massive dams, 80 km of aqueducts, 140 km of tunnels, seven power stations and seven regional towns. Work on the scheme was dangerous, with 150 workers losing their lives during construction. In 1975 the scheme was finally completed at a cost of \$820 million.

**SOURCE 1** Construction of the Eucumbene–Tumut tunnel, part of the Snowy Mountains Hydro-electric Scheme



**SOURCE 2** The great variety of nationalities that came together to work on the government building programs established a vision of what multicultural Australia could achieve.



### 5c.6.3 Migrant communities: Lebanese Australians

While the largest group of migrants to come to Australia have been from Britain, many nationalities have shaped the Australian identity and built our modern nation. From the middle of the nineteenth century, migrants from Lebanon began settling in Australia. They established one of New South Wales oldest and largest migrant communities. There have been four main periods of Lebanese immigration to Australia:

- 1880s – 1920s: Before World War I, the country of Lebanon was under the control of the Ottoman Empire and located in the Ottoman province of Syria. Migrants from Lebanon were also known as Syrians or Ottomans and were issued with Turkish travel documents. With Federation, and the introduction of the White Australia policy, the Lebanese were classified as Asians and the government restricted further Lebanese immigration.
- 1920–1945: From 1920, Lebanese migrants were granted access to Australian citizenship when the Australian government introduced the *Nationality Act 1920*, which allowed non-British residents living in Australia for five or more years to be naturalised. During this period, Lebanese communities became more widespread in urban and rural Australia and created a network of Lebanese businesses.

- 1945 – 1960s: Lebanon gained independence in 1943 and the term ‘Lebanese’ was widely adopted. After the end of World War II, Lebanese migrants again began arriving in Australia in small numbers. By 1947 there were 1886 Lebanese-born Australians. They were overwhelmingly Christian and continued to establish communities in Sydney and the larger regional centres of rural Australia. In the 1950s, the first groups of Muslim families arrived in Australia from north Lebanon.
- 1970s – present: Civil war in Lebanon in the 1970s and 1980s brought greater numbers of Lebanese refugees to Australia, many helped by friends and relatives already settled. By 1991 there were over 68 000 Lebanese-born Australians.

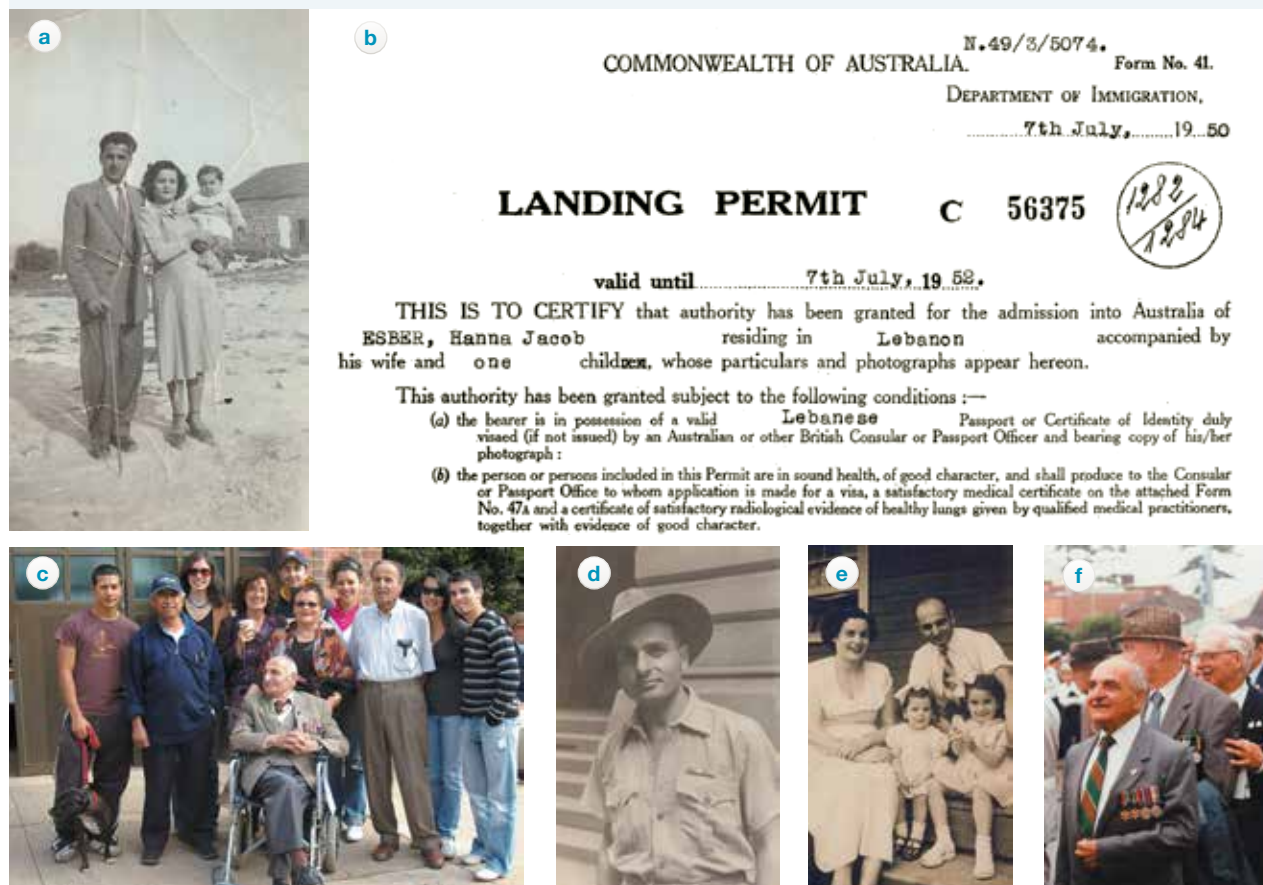
**SOURCE 3** The Cedars of Lebanon Folkloric Group performing in Sydney in 2011



### Contributing to Australia’s cultural and economic development — the Khoury Abi Esber family

Paul Khoury Abi Esber was born in 1914 in Kfarhata, Lebanon. He was the youngest of seven children and the son of the priest in the local Orthodox church. When Paul was 10 years of age, his sister, Elmore, migrated to Australia with her husband. They settled in the New South Wales town of Narromine. With the death of Elmore’s husband, and her three young children to raise, Paul left Lebanon to be of help to his sister. With a loan of 25 pounds in his pocket, he arrived in Australia in 1937.

**SOURCE 4** (a) The Esber family in Lebanon (b) Landing permit for the Esber Family, 1951 (c) Paul Khoury with his extended family, Anzac Day 2007 (d) Paul Khoury on his last day of army life, 21 March 1946 (e) Three generations of the Khoury Abi Esber family in Australia, 1954 (f) Paul Khoury on Anzac Day 1988



Paul Khoury spent some time with Elmore and the children, and then moved to the historic goldmining town of Gulgong where he opened the PK, Paul Khoury, Store. The PK store was a clothing and fabric shop, following the traditional Lebanese community practice of establishing small businesses selling cloth, sheets and towels. At the beginning of the twentieth century Lebanese communities grew in the inner-city suburbs of Redfern, Waterloo and Surry Hills. Members of the community opened warehouses and factories providing employment for the newly arrived. They also provided business opportunities, through the supply of small goods such as ribbons and fabric off-cuts on credit, to those prepared to try their luck selling these goods in country towns. The Lebanese community established a network of rural businesses and so encouraged the economic development of rural New South Wales. Churches and Lebanese community organisations also helped to preserve the contact between these geographically scattered people.

When war broke out in 1939 Paul volunteered for enlistment. Lebanon was under the control of **Vichy France** and so the Lebanese in Australia were officially regarded as ‘enemy aliens’. This was despite the Lebanese contribution to Australia’s development during the previous decades. With the bombing of Pearl Harbor and Japan’s entry into the war every volunteer was needed. Paul enlisted in March 1940 into the 2/3rd Battalions where he served in New Guinea for two years, with nine months on the Kokoda Track. Paul was discharged from the Australian army in March 1946 and returned to his shop in Gulgong.

Many non-British migrants who have arrived since 1945 were the friends and relatives of those who had landed before 1939. This process of chain migration began with the early European arrivals — the pioneer settlers who wrote home to their relatives telling of the opportunities open to them in the new land. Letters and personal stories brought further migrants. Strong family ties, rather than just individual gain, were the force behind so much of the migration to Australia during the post-war period.

In January 1951 Paul’s 21-year-old niece, Angel, arrived in Sydney aboard the *Florentia*. She left Lebanon for a new life in Australia with her husband John and their infant daughter, Laudy. They settled with Paul in Gulgong and joined the family business. Another generation of the Khoury family was established in Australia.

When Paul Khoury died in June 2008, the local newspaper paid tribute to the hard work and contribution made by this treasured member of the Gulgong community. His service to the people of Gulgong was long, including 19 years of volunteer work for the hospital and nine years as president of the shire council. Before coming to Australia, Paul Khoury had been a teacher who spoke Arabic, French and English. In bringing pieces of his old world to his new land he enriched Australia. Paul Khoury’s place in the civic and social life of his town was expressed in the *Gulgong Weekly* eulogy. It said that to this community he was ‘the impeccably dressed little man with the big smile and big heart, with his hand out to greet you and help you, he was always the gentleman. A fine citizen and a great Australian’.

## Cultural diversity

Social habits changed in Australia in the 1960s and 1970s, along with the composition of the Australian population. In the mid 1960s skilled migrants were in demand and were admitted as permanent residents. By the 1960s only Israel had a higher immigrant population than Australia. By 1970 Australia had become a culturally diverse society, with more than 2.5 million Australians having been born overseas. Australian cities, under the influence of this massive post-war immigration, became more **cosmopolitan**.

The year 1988 was designated the Year of Citizenship. Representing the varied homelands of Australia’s migrants and symbolising Australia’s successful policy of multiculturalism were two people applying for citizenship: Ngoc Anh Nguyen, a Vietnamese refugee who arrived in 1981, and Nigel Stoker, a Scotsman who had arrived in Australia in 1984. They were granted the two millionth Australian citizenship.

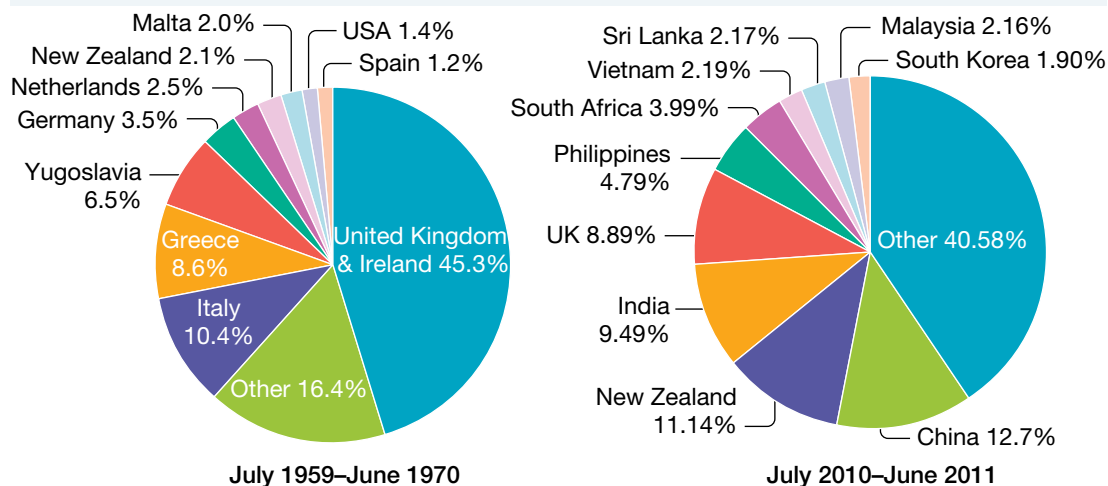
Immigration has had a deep effect on the lives of all Australians and it continues to shape our nation. The preservation of people’s links with their countries of birth, including the use of native languages, has strengthened and enriched our cultural diversity. The real story of multicultural Australia is not one of immigration statistics and government policies. It is a story of lives — the stories of hardship, loss, loneliness, determination and achievement — that are the migrant experience in Australia.



**SOURCE 5** A citizenship ceremony expressing the identity and values of modern multicultural Australia



**SOURCE 6** Changing patterns of Australian immigration since the late 1950s



### 5c.6.4 Australia and the world

Changing migration policies, and the final abolition of the White Australia policy, led to the emergence of a more independent Australian foreign policy. A multicultural Australia rejected racism and was in a position to develop new international relationships that would engage Australia more fully in world politics:

- Australia opposed the **apartheid** system of government in South Africa and actively supported the movement for black majority rule in Rhodesia, renamed Zimbabwe.
- Australia's administration of Papua New Guinea was brought to an end with full independence being granted in 1975.



- Australia opposed French testing of nuclear weapons at Mururoa Atoll in the South Pacific and took France to the International Court of Justice.

Asia was now regarded as Australia's region of opportunity. Even before the ceasefire in Vietnam had been declared, the new Whitlam government recognised and then established diplomatic relationships with the old cold war enemy, the People's Republic of China. The domino theory image of communism sweeping through Asia was replaced by a growing awareness of trade possibilities and diplomacy as the way to develop new partnerships.

New foreign policy initiatives were put in place to attain a stronger position for Australia in the Asia-Pacific region, including:

- beginning diplomatic relations with Vietnam
- establishing an Australian embassy in the Chinese capital, Beijing
- replacing diplomacy with the SEATO military alliance
- maintaining ANZUS because it was an alliance of Pacific nations
- strengthening and promoting ASEAN (Association of South-East Asian Nations)
- reassessing forward defence policy and withdrawing Australian troops from Asia.

In 1989 the nations of the Asia-Pacific region were brought together through an Australian initiative called APEC, the Asia-Pacific Economic Cooperation. The objective was to bring to a close the Cold War rivalries of the past through encouraging cooperation in trade, investment, tourism, telecommunication and development projects.

Sydney was the host city for the 2007 APEC conference. Thirty-five years had passed since the White Australia policy had been abandoned. From a country that once regarded its region with suspicion has emerged a twenty-first century Australia that recognises and values this partnership with the nations of Asia and the wider world.

**SOURCE 7** The leader of China, Mao Zedong, meeting with the Australian prime minister, Gough Whitlam. The 1973 meeting marked the beginning of Australia's official recognition of communist China.



**SOURCE 8** Chinese New Year being celebrated with a dragon dance in Australia



### 5c.6.5 Skill builder: Explaining and communicating historical experience: using a range of communication forms

Primary sources help to connect us to the past. They provide the evidence that enables us to construct the stories of past events, people and places. Primary sources are not only text-based written documents. Rich sources of primary evidence can be found in many places, such as family photo albums. Photographs provide a unique insight into personal life, particularly when combined with letters, diaries, paintings, memoirs and oral history.

Consider the photos shown in **SOURCE 4**, in section 5c.6.3, from the album of the Khoury Abi Esber family. The photos capture people and moments from the past. A collection of family photos can help the historian to develop empathetic understanding; in this case, the photos convey an appreciation of the complexity of the migrant experience. The photos help explain why the Khoury Abi Esber family made the long journey to Australia from Lebanon, how they adapted to life in their new land and how they contributed to the building of twentieth-century Australia.

Look through your family photo album to investigate your own heritage as expressed through the record of family photos. Explain and communicate your family's story through graphic or digital forms. Your purpose is to create

a treasured and unique historical record, based on the primary source evidence that photos provide. Begin your heritage photo album or digital record by:

- sorting your photos into chronological order to identify the changes that have occurred, and also to establish a sense of family continuity and belonging
- discussing the background to photos with older relatives to establish where and when photos were taken, who took them and what they show
- compiling a journal of family facts to provide a context, or background, to your primary source record
- constructing a family tree, including places and countries of birth.

Now design an album or digital record communicating the story of your family — this may include attaching other primary sources of evidence, such as marriage certificates, letters, fabric from clothing or favourite family recipes. Use your collected sources to convey your family's unique story.

## 5c.6 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. Create a mind map summarising the ways in which Australia changed as a result of the migration scheme established at the end of World War II.
2. Explain the contribution that Lebanese migrants made to the development of Australia before World War II.
3. Define the term *enemy alien* and explain what it meant for the Lebanese communities in Australia before World War II.

### Comprehension and communication

4. Refer to the source photos and migrant memoirs in this subtopic. Imagine that you have been given the opportunity to give a speech to a group of senior citizens who arrived in Australia from Europe, the Middle East or Asia during the decades after World War II. Undertake your own historical investigation into the migrant contribution to the development of twenty-first century Australia. Identify the different phases of migration and settlement, and the major ethnic groups who have come to Australia. Focus your area of enquiry on the contribution made, despite the challenges faced. Write a speech of thanks outlining the contribution that these people made to the development of our multicultural nation, and recognising the hardship of their early years in this country.

### Develop source skills

5. **SOURCES 1** and **2** are two photographic records of the Snowy Mountains Hydro-electric Scheme. Using these sources as a starting point, discuss in small groups why the scheme was so important and why it is a significant part of the history of post-war Australia. In your discussion you should consider the particular contribution made by the migrant workforce to the successful completion of the scheme.
6. Design a poster celebrating the role of the Snowy Mountains Hydro-electric Scheme in forging our modern multicultural Australia.
7. **SOURCE 3** captures an image of multicultural Australia. Write a letter to your local paper describing an event like this that has taken place in your community and how it enriches our broader Australian community.
8. Contrast the policy of assimilation with multiculturalism. With reference to **SOURCE 3**, explain the impact the change in government policy had on Australia's identity.
9. Examine the pie charts shown in **SOURCE 6**. Outline the main immigration trends you can identify from the source information.
10. When the **SOURCE 7** photograph was published in the newspapers of 1973, it sparked wide community discussion. Write a paragraph explaining why you think the source was such a significant image for Australians.
11. **SOURCE 8** captures a popular image of multiculturalism. What other symbols and images of multiculturalism can you think of in Australian daily life?



Deepen and check your understanding of the topic with the following resources and auto-marked questions:

🔍 **Australia's changing identity**

# 5c.7 Review

## 5c.7.1 Review

### KEY TERMS

**alien** a person with citizenship of a country outside the country in which they are living

**apartheid** segregation between races as practised in twentieth-century South Africa

**artisan** a person skilled in industry, crafts or art

**assimilation** a policy that forces people to conform to the attitudes, customs and beliefs of the majority of the population

**assisted immigration** a government scheme providing subsidised fares and incentives to encourage immigration to Australia

**asylum** a refuge or sanctuary providing protection against persecution or danger

**census** official count of the population, carried out every five years in Australia

**cosmopolitan** not limited to one part of the world

**displaced people** people who have been forced outside the national boundaries of their country

**diverse** many different kinds, forms or characters

**EEC** European Economic Community, an organisation established in 1957 to promote economic cooperation between European nations

**immigration** coming into a new country for the purpose of permanent settlement

**Indochina** peninsular region of South-East Asia including Vietnam, Laos and Cambodia

**internment** the practice of keeping people under guard in a specific area, particularly during wartime

**Nissen hut** a prefabricated steel structure used extensively during World War II for accommodation for soldiers

**primary produce** goods coming from farming, fishing, forestry and mining

**Vichy France** the government of southern France that collaborated with the Axis powers in WWII and whose forces fought against the Allies in North Africa

## 5c.7 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### learnON ONLINE ONLY

5c.7 Activity 1: Check your understanding

5c.7 Activity 2: Practise your historical skills

5c.7 Activity 3: Multiple choice quiz

Go online to access additional end of topic resources such as interactivities and printable worksheets.

## Practise your historical skills

### Comprehension: chronology, terms and concepts

1. Design a snakes and ladders board game reflecting the history of immigration to Australia. Your board game should identify, in chronological order, major policy changes and events from the nineteenth and twentieth centuries that shaped the story of immigration to Australia.
2. Under the official policy of assimilation, all migrants and Aboriginal and Torres Strait Islander peoples were expected to conform to the ways of Australian people of British origin. Under the policy of multiculturalism, there is wider acceptance of other cultures, customs and traditions. Working in small groups, discuss the meaning of the terms *assimilation*, *multiculturalism* and *human rights*, and then have a brainstorming session about the advantages and disadvantages of each policy and how they would affect human rights. Refer to **SOURCE 1** for ideas on the impact of government policy on human rights.

**SOURCE 1** The vice-president of Sydney's Chinatown Chamber of Commerce, King Fong, describes the problems for Chinese people trying to establish businesses in the first half of the twentieth century.

In those days, when you went into the white man's business it was difficult ... before the end of the White Australia Policy in the 1970s, it took 15 years [for a Chinese person] to become an Australian citizen. You were not even allowed to leave your place of employment. Immigration used to check the books twice a year ... None of us spoke out. It was the law; there were no human rights tribunals in those days.

Quoted in the *Sydney Morning Herald*, 13 August 1999.

## Analysis and use of sources

3. **SOURCE 2** depicts an image of nineteenth-century Australia that is not often seen.

(a) Describe the scene illustrated in the source and the unexpected insight it provides into this period of our history.

(b) Imagine you are the director of a documentary history of immigration and the birth of multiculturalism.

You will need to research this subject before you begin planning your series. During your research, collect evidence of the changing ethnic background of nineteenth-century Australia from primary source material such as photographs, cartoons, letters and government publications. When you feel you have developed an understanding of the topic, write director's notes indicating what should be covered in each episode and the various sources of information on the story of Australia and its people.

4. Using **SOURCE 3** and your own knowledge, outline the reasons that the Labor government initiated a massive immigration program after the end of World War II and why refugees from Europe came to Australia.

**SOURCE 2** A wood engraving from *The Australasian Sketcher* of 1876 entitled *A Game of Euchre*. It depicts a multicultural Australia on the goldfields.



**SOURCE 3** Excerpt from the Australian Labor Party immigration policy, 1966

The Labor party which formulated, inaugurated and built our great migration scheme, gives and always has given, a warm welcome to migrants from other lands. It remembers with pride and gratitude the contributions made over the past 178 years by people of Continental European origin, including those of German, Scandinavian, French, Italian, Dutch and Greek blood, and those who came from Lebanon and from Asia.

The Labor party is appreciative of what has been, and is being accomplished by the 500 000 British and Irish, post second world war migrants, and the 500 000 people from many countries in Europe who migrated here during the same period.

Labor believes that our policy of assimilation and absorption is the only sensible policy for Australia to pursue.

It is determined to continue to oppose, for many obvious reasons, any attempt to create a multi-racial society in our midst. We can and do absorb migrants from Asia as well as from Europe, and we shall continue to do so, but a policy that avoids the tragedies of Ceylon, Fiji, Indonesia and Singapore — to give but a few instances — is one to be supported. It must have the support of all Australians, young and old and whether born in this country or not, who are mindful of their heritage and the need to maintain and improve their living and social conditions.



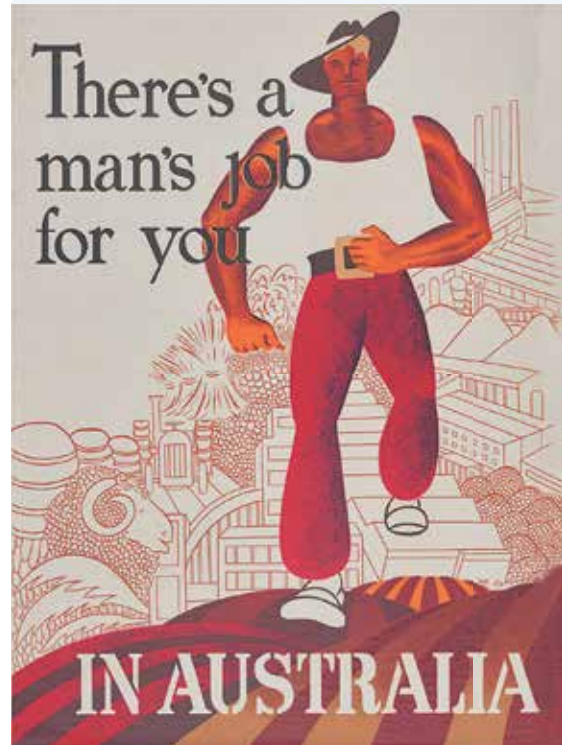
## Perspectives and interpretations

5. The **SOURCE 4** poster was designed to appeal to European refugees seeking permanent homes and employment opportunities. Imagine that Arthur Calwell has asked you to design posters to educate Australians about the value of non-British immigration to Australia in the 1940s and 1950s. Have a class discussion on the different angles you could look at and then design a series of promotional posters that will help the 1950s immigration program gain acceptance.

## Empathetic understanding

6. In small groups, investigate the history of one ethnic group in your community. Research the place of the group in your community by asking questions, looking at small business directories or checking the local history collection at your library. You can find out more by contacting a migrant or community support group (often run through your local government). Find out how the ethnic and cultural identity has been preserved by interviewing members of the community about subjects like the role of family and celebration. If you are interviewing, ensure that you have questions prepared that require more than a yes or no answer. Once you have completed your research as the historian, create a presentation using the voices of the migrant community to tell the story of life in modern multicultural Australia.

**SOURCE 4** An Australian government immigration poster designed in 1947 for display in the European camps for displaced people



## Research

7. Enjoy multiculturalism by researching the food, music and celebration of an ethnic group of your choice. Cook the food, play the music and spend a lesson sharing in the fun of multicultural Australia.

## Explanation and communication

8. Look at how the Australian media covers events in Asia today. Collect newspaper cuttings for one month and then prepare a class presentation on Asian current affairs that are of significance to Australia.
9. Write an essay response to the following question: 'To what extent was adopting multiculturalism a turning point in Australian society?' In your response, refer to specific examples and source material to support your argument.
10. Investigate the ethnic background of a well-known Australian. You may like to consider an Australian sports personality or entertainer such as Jimmy Barnes, Anh Do, George Gregan or Kostya Tsyzy. Make a class display of the contribution of migrant Australia to public life.
11. In the 1940s and 1950s the slogan was 'populate or perish'. Imagine that you have been given the opportunity to design an advertising campaign to promote a twenty-first-century immigration program. Put together a series of posters, slogans and advertisements that you feel express the spirit of modern multicultural Australia.

# TOPIC 6a

## The Holocaust

### 6a.1 Overview

Numerous **videos** and **interactivities** are embedded just where you need them, at the point of learning, in your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). They will help you to learn the content and concepts covered in this topic.

#### 6a.1.1 Introduction

Anti-Semitism (prejudice against Jews) dates back to ancient times. In the early twentieth century, right-wing groups in many European countries practised and encouraged anti-Semitism. In the 1920s and 1930s, anti-Semitism also gained support in the United States and a number of other countries. This was the background against which one country, Germany, took anti-Semitism to an extreme that people had not thought possible.

From around 1938 to 1945, Germany's Nazi government carried out a massive crime against humanity – the murder of over six million Jewish men, women and children, two-thirds of Europe's Jewish population. These people died throughout Nazi-controlled Europe and especially in the Nazis' purpose-built death camps. This was the Holocaust, also called the Shoah. It was the culmination of years in which the Nazi party had created anti-Jewish laws, denying Jews, and those classified as Jews, their rights as humans and as citizens. The Nazi government made these people social outcasts within their own homelands.

**SOURCE 1** Photo of the railway track leading towards the main entrance to the Auschwitz–Birkenau extermination camp



#### Starter questions

1. Why is it important to learn about negative aspects of the past rather than just focus on the positive?
2. Imagine the government declared that people with brown eyes should have priority over people with blue eyes. List ten examples of ways in which you and your family might be advantaged or disadvantaged by decisions made by other people.
3. What is *prejudice*? List three things societies could do to protect people from prejudice.
4. Auschwitz–Birkenau was an extermination camp in which the Nazis killed one million people, mainly Jews. Why might people think it important that such places remain open for people to visit?

## 6a.2 The Nazi threat

### 6a.2.1 The Nazis gain power

In June 1933, Jews comprised about 0.75 per cent of Germany's 67 million people. Jews belonged to all classes of German society and participated in most aspects of German life. They had varying levels of education, from basic schooling up to doctorate level at universities. They were engaged in many different forms of work including as accountants, business owners, doctors, engineers, factory workers, tailors and teachers.

German Jews did not follow Jewish cultural and religious traditions as strictly as Eastern European Jews, who tended to be more conservative and insular. This latter group, which had residency status, not citizenship status, comprised 20 per cent of Germany's Jewish population. Some experienced discrimination in job applications and promotions. None expected that a German government would enact laws to persecute them.

In two elections in 1932, no party was able to win a majority in the German parliament (the Reichstag). This was partly because the German electoral system was based on **proportional representation**. The National Socialist German Workers' Party, (also known as the NSDAP or Nazi Party) gained 40 per cent of the vote in the first election and 37 per cent in the second. It was the largest party in the Reichstag and its leader, Adolf Hitler, used this to justify his demand to become Chancellor of Germany.

In January 1933, German President Paul von Hindenburg reluctantly appointed Hitler to the position of Chancellor. Hitler headed a coalition government in which there were only two other Nazi ministers. Within months he turned Germany into a one-party state and, on Hindenburg's death in August 1934, he combined the positions of President and Chancellor. Having acquired and consolidated their power, the Nazis were able to implement their policies on race.

### 6a.2.2 Nazi racial beliefs

The NSDAP was determined to see Germany overcome the humiliation of its defeat in World War I and the restrictions that the Treaty of Versailles had placed on it. It felt that one way of doing this was to improve the 'quality' of its population.

The Nazis believed in the idea of an Aryan master race as the superior group in a hierarchy of different racial groups. They viewed the 'typical Aryan' as tall, with light brown or blonde hair and blue or light-coloured eyes. The Nazis expected Aryan women to devote themselves to motherhood so that the master race would multiply.

The Nazis believed that *unttermenschen* (sub-humans) were at the bottom of this racial hierarchy. According to this theory, Slavic peoples (such as Russians, Poles and Serbs) were sub-human and useful as slave labour for their superiors. Hitler talked of a group who were lower again, those who he said were 'life unworthy of life' – criminals, homosexuals, the mentally ill, gypsies and, especially, Jews. The Nazis viewed Jews as a racial group, not as people who supported a particular religion.

**Eugenics** was another component of Nazi racial policy. Nazis claimed that for Germany to regain its position as a world power, it had to recreate its master race and 'remove' the people it saw as racially inferior or, at least, to prevent them from having children. That meant forcing people it judged unsuitable for parenting to be sterilised, and making the others victims of euthanasia (mercy killing).

**SOURCE 1** Image c.1935 by Wolfgang Willrich (1897–1948) portraying the ideal Aryan family. Willrich created posters and postcards for the Nazi Party's Office of Racial Politics.





Teachers taught these racial ideas as scientific ‘fact’. Nazi propaganda encouraged people to feel pride in belonging to a master race and to be suspicious and fearful of Jews, whom it portrayed in a stereotypical and negative way. From 1933 onwards, Nazi laws began to separate Jews from mainstream German society.

**SOURCE 2** Photo from the cover of *Neue Illustrierte Zeitung*, 1 June 1933. It shows a measuring device that Nazi ‘race scientists’ used to check whether someone was Aryan or non-Aryan.



**SOURCE 3** Illustration from the 1936 children’s book *Trust No Fox on his Green Heath And No Jew on his Oath*. The sign reads ‘Jews are not wanted here’.



## 6a.2 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. Explain how the Nazis came to power without winning an election.
2. Explain why the Nazis’ racial beliefs were a threat to the Jews.
3. How did the Nazis encourage other Germans to accept these racial beliefs?

### Develop source skills

4. Identify the aspects of Nazi racial policy that **SOURCE 1** exemplifies.
5. What values and attitudes are shown in **SOURCE 3**?

**learnon** ONLINE ONLY



Complete this digital doc: Worksheet 6a.2 The nazi threat (doc-23178)

## 6a.3 Using the law 1933–38

### 6a.3.1 The Nazis take power

Throughout February 1933, Hitler’s SA troops (storm troopers) engaged in a campaign of violence against members of the Communist and Social Democratic parties – the main parties who opposed them.

On 27 February, just four weeks after Hitler became Chancellor, the Reichstag building caught fire. Its interior was destroyed. Police arrested young Communist activist, Martin van der Lubbe. Nazi interrogators got him to confess to having started the fire. This gave Hitler the excuse to claim that Germany’s Communists were trying to destroy the government. It led to the arrest of leaders of the German Communist Party (KPD) and any of its members who were candidates in the forthcoming elections on 5 March.



Once again, the Nazis did not gain a majority. They did manage to intimidate most of their remaining opponents sufficiently to get parliament to pass the Enabling Bill on 23 March. This gave Hitler the power to rule as a dictator. A law passed on 14 July 1933 banned all political parties other than the Nazi Party.

**SOURCE 1** *Schutzstaffel (SS) officers are sworn in as auxiliary police officers at Potsdam, Germany, 3rd March 1933, two days before the election.*



### 6a.3.2 Policies and laws 1933–35

The Nazi government exerted its influence in all areas of German life. It controlled the police and the judiciary and had its own secret police, the Gestapo, to instil fear among the general population. This meant that Jews had little chance of having their rights protected or of achieving justice. One of the first things the Nazis did was to impose a one-day **boycott** of Jewish shops and department stores. Later, people were encouraged to boycott Jewish lawyers and doctors.

The Nazi government used the law as ‘cover’ for its persecution of a minority group. From April 1933 to 1935, it made multiple **anti-Semitic** laws.

**SOURCE 2** Photo from 1 April 1933 showing Nazi troops in Berlin imposing a boycott of Jewish shops. The sign reads ‘Germans! Defend yourselves! Do not buy from Jews’.



**SOURCE 3** Table showing the nature of some of Germany's anti-Jewish laws 1933–35

Date	Law	Result
<b>1933</b>		
7 April	Law for the Restoration of the Professional Civil Service	Jews were excluded from the civil service (and thus from many upper level positions in German society) on the grounds that they were 'unreliable'.
	Law on the Admission to the Legal Profession	Jewish lawyers could no longer be admitted to the bar.
25 April	Law against Overcrowding in Schools and Universities	Public schools and universities had to limit the numbers of non-Aryan students they would accept.
4 October	Law on Editors	Jews could no longer work as editors on newspapers.
<b>1935</b>		
21 May	Army law	The Army dismissed its Jewish officers.

### RETROFILE

During 1933 and into 1934, Hindenburg, as German President, was Supreme Commander of the Armed Forces and also the only person with the power to dismiss Hitler. The army respected Hindenburg as a war hero and was likely to support him if there was any conflict with Hitler. This made Hitler more cautious than he might otherwise have been.

President Hindenburg insisted that the proposed law expelling Jews from the civil service would not disadvantage Jewish veterans of World War I.

**SOURCE 4** An extract from an English translation of the Law for the Restoration of the Professional Civil Service, 7 April 1933

The Reich government has enacted the following Law, promulgated herewith:

#### § 1

1. To restore a national professional civil service and to simplify administration, civil servants may be dismissed from office in accordance with the following regulations, even where there would be no grounds for such action under the prevailing Law.
2. For the purposes of this Law the following are to be considered civil servants: direct and indirect officials of the Reich, direct and indirect officials of the Laender, officials of Local Councils, and of Federations of Local Councils, officials of Public Corporations as well as of Institutions and Enterprises of equivalent status ... The provisions will apply also to officials of Social Insurance organisations having the status of civil servants ...

#### § 3

1. Civil servants who are not of Aryan descent are to be retired; if they are honorary officials, they are to be dismissed from their official status.
2. Section 1 does not apply to civil servants in office from August 1, 1914, who fought at the Front for the German Reich or its Allies in the World War, or whose fathers or sons fell in the World War.

## The Nuremberg laws 1935

On 15 September 1935, in response to Nazis demanding further action against the Jews, Hitler announced the Nuremberg laws. These laws denied Jews their citizenship and voting rights and showed that the Nazis were intensifying their anti-Jewish campaign.

## The Law for the Protection of German Blood and German Honour

This law created legal distinctions between ‘full-blooded’ Germans (*Deutsche-blutige*) and Jews (*Juden*) and the *Mischlinge* (mixed race), who did not fit into either category. It classified them according to whether they had any Jewish grandparents. Anyone with four non-Jewish grandparents was German; anyone with three or four Jewish grandparents – regardless of whether or not the person themselves practised Judaism – was Jewish. The *Mischlinge* were those with one or two Jewish grandparents. The government issued charts explaining how to judge someone’s category. The law also outlawed:

- marriage between Jews and those of ‘German blood’
- sex between Jews and those of German blood
- the employment of German maids under the age of 45 in a Jewish household
- Jews flying the national flag.

**SOURCE 5** A 1935 chart explaining the categories of people under the Nuremberg laws



## The Reich Citizenship Law

This law stated that ‘pure Aryans’ were German citizens; Jews were *Staatsangehöriger* – people subject to state law, but not German citizens. The *Mischlinge* could keep their German citizenship as long as they became practising Christians.

## The First Decree to the Reich Citizenship Law

Some Nazis thought the Nuremberg laws needed to be more explicit. On 14 November 1935, the government issued the first of a number of additional decrees addressing this (see **Source 6**).

**SOURCE 6** An extract from the First Decree to the Reich Citizenship Law, 14 November 1935

### Article 5

2. A Jew is also one who is descended from two full Jewish parents, if (a) he belonged to the Jewish religious community at the time this law was issued, or joined the community later, (b) he was married to a Jewish person, at the time the law was issued, or married one subsequently, (c) he is the offspring of a marriage with a Jew, in the sense of Section I, which was contracted after the Law for the Protection of German Blood and German Honor became effective, (d) he is the offspring of an extramarital relationship with a Jew, according to Section I, and will be born out of wedlock after July 31, 1936.

## Significance of the Nuremberg laws

The Nuremberg laws:

- created a broad definition of who was Jewish that did not necessarily relate to whether or not they practised the Jewish religion
- made it easier for the government to target individual Jews

- created a legal basis for the ongoing segregation and persecution of Jews – for example, the banning of Jews from taking university doctorates; courts’ refusing to cite the opinions of Jewish legal experts; removing Jewish names from war memorials; denying Jews access to cafés, transport and public facilities such as swimming pools; refusing Jews entry to theatres and exhibitions; refusing Jews the right to a driver’s licence
- brought Germany and Germany’s Jewish population a step closer to the **Holocaust**.

### 6a.3.3 Policies and laws 1936–38

From the mid 1930s to the early 1940s, Germany’s national, state and municipal governments issued about 2000 laws and regulations violating Jewish people’s human rights. To begin with, these segregated the Jews from mainstream German life. Then, using the slogan ‘Germany for the Germans’, the government moved towards trying to force Jews to leave Germany altogether.

#### The Berlin Olympics – August 1936

Nazi Propaganda Minister Joseph Goebbels was determined that the 1936 Berlin Olympic Games would demonstrate the supremacy of the Aryan Germans. He wanted to give the general population a sense of pride in Nazi efficiency and strength and in the state of the art facilities they created for their international guests.

The Nazis wanted to ban Jews and black people from competing, but had to back down when the United States and other nations threatened to boycott the Games. For a while they also had to tone down evidence of the restrictions on Jews. They removed signs saying ‘Jews not welcome’ from public buildings and allowed one Jewish competitor, fencing champion Helene Mayer, to represent Germany. Once the Olympics were over, the persecution resumed.

#### Why stay?

With the benefit of hindsight, we might ask why people didn’t just get out while they could. At the same time, it is no easy decision to leave behind one’s home to try to start again somewhere else. It is an emotional and an economic decision, made harder if you have not got much you can take with you, do not speak another language, cannot find another country that will take you and do not know how you will manage if you can go elsewhere. Between 1933 and 1934, at least 23 000 Jews left Germany; in early 1935, 10 000 returned, perhaps because of some of the reasons mentioned above. In 1938, about 36 000 Jews left Germany and Austria.

**SOURCE 7** Table showing the nature of some of Germany’s anti-Jewish laws 1936–39

Date	Law/Decision	Result
<b>1936</b>		
11 January	Executive Order on the Reich Tax Law	Jews could no longer work as tax consultants.
3 April	Reich Veterinarians Law	Jews could no longer work as vets.
15 October	Reich Ministry of Education	Jews could no longer teach in public schools.
<b>1938</b>		
5 January	Law on the Alteration of Family and Personal Names	Jews could no longer change their first or last names.
5 February	Law on the Profession of Auctioneer	Jews could no longer work as auctioneers.
18 March	The Gun Law	Jews were not allowed to sell guns.
22 April	Decree against the Camouflage of Jewish Firms	Jews could not change the names of their businesses.
26 April	Order for the Disclosure of Jewish Assets	Jews had to report ownership of any property worth more than 5000 Reichsmarks.

(continued)



Date	Law/Decision	Result
11 July	Reich Ministry of the Interior	Jews were not allowed to go to health spas.
17 August	Second Decree for the Implementation of the Law Regarding Changes of Family Names	Jews could choose names only from an official list; Jewish males had to adopt the extra name 'Israel'; Jewish females had to add 'Sarah' to their name.
3 October	Decree on the Confiscation of Jewish Property	This began the process of transferring Jewish assets to non-Jewish Germans.
5 October	The Reich Interior Ministry	Jewish passports were declared invalid until they had the letter 'J' stamped on them.
12 November	Decree on the Exclusion of Jews from German Economic Life	All Jewish-owned businesses were closed down as Jews were banned from owning or running a business.
15 November	Reich Ministry of Education	Jewish children were expelled from public schools.
29 November	Reich Ministry of the Interior	Jews were not allowed to keep carrier pigeons.
14 December	Executive Order on the Law on the Organization of National Work	Government contracts with Jewish-owned businesses were cancelled.
21 December	Law on Midwives	Jews could no longer work as midwives.

**SOURCE 8** Photo showing Nazis ready to prevent Jewish students entering the University of Vienna (Austria) in 1938



**SOURCE 9** Photo of the passport issued to a German Jewish girl on 10 February 1939, stamped with a 'J'.



## RETROFILE

Ernest Weiss spent his early years in Vienna. His family thought of themselves as Austrians first and Jews second; they kept up some Jewish traditions and also celebrated Christmas and other festivals of Catholic Austria. In March 1938, Hitler made Austria part of German territory.

Ernest's father, Otto, was an engineer, working for a company that continued to employ him despite Nazi law against this. During a business trip in 1935, Otto Weiss had visited his uncle in Sydney. He learned of the business opportunities available to him there and made a number of friends and contacts. After March 1938, it made sense for the family to emigrate. Otto's Viennese employers supplied the machinery for him to market on its behalf in Australia.

The Weiss family left Austria in July 1938. Nazi law allowed them to take out only 10 Reichsmarks (about A\$50) per person. They travelled via Brussels, where a family friend loaned them a large sum of money to help with the expenses that lay ahead.

The Weisses were lucky that they had contacts on the other side of the world willing to help them, a country willing to take them and machinery with which to start a new business.

Ernest's maternal grandparents joined them in Sydney in 1939; his paternal grandparents left their decision too late. They perished in the Holocaust.

## Significance

Much of the legislation enforced between 1936 and 1938 excluded Jews from Germany's economic life and provided opportunities for Aryans to purchase Jewish businesses at well below their market value. It created a climate in which Jews could not compete with their non-Jewish competitors, could not attract or keep employees and moved closer to bankruptcy. Of approximately 100 000 Jewish businesses that existed in 1933, less than a third were still in business in 1938. By the end of 1938, the majority of those had gone too.

### 6a.3 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

#### Check knowledge and understanding

1. Write 3–5 lines to explain how life changed for Jews in the first three years of Nazi rule.
2. Explain why life was worse for Jews by 1938.

#### Develop source skills

3. Police and SS officers, such as those shown in **SOURCE 1**, patrolled the streets of Berlin on election day, 5 March 1933. What do you think was the purpose of such patrols?
4. How does clause 3 of **SOURCE 4** show that Hitler did not want to offend Hindenburg?
5. Who else did the decree in **SOURCE 6** classify as Jewish?
6. Study the **SOURCE 7** table and identify and record what the Nazis achieved through each of these laws in terms of:
  - (a) making Jews more easily identifiable
  - (b) segregating Jews from contact with Aryans
  - (c) excluding Jews from the Germany economy.

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Complete this digital doc: Worksheet 6a.3 Anti-Jewish laws (doc-23179)

## 6a.4 The Kristallnacht, 9–10 November 1938

### 6a.4.1 The context

Throughout 1938, Nazis were talking about the need to carry out a 'public punishment' of the Jews. From September onwards, Nazi officials began to increase the number and intensity of their attacks on Jews, their property and the synagogues that were the centres of Jewish community life. A murder in Paris gave them the excuse to go further.

On 7 November 1938, 17-year-old Jewish student Hershel Grynszpan shot Ernst vom Rath, a German diplomat, in Paris. Grynszpan's goal was to avenge his parents' expulsion from Germany a few weeks earlier and to draw world attention to the treatment of Jews under Nazi rule.

### 6a.4.2 The Kristallnacht

The *Kristallnacht* is the German name for the event described as the 'night of broken glass'. It was a series of Nazi-organised **pogroms** that, on the night of 9 November 1938 and throughout the following day, unleashed 24 hours of violence in cities throughout Germany, Austria and the Sudetenland. During this time, Nazi military groups armed with sledgehammers and axes:

- attacked Jews and killed 91 of them
- trashed and looted more than 7000 Jewish businesses, leaving the smashed windows of Jewish shops and stores scattered across streets and footpaths
- set fire to over 900 synagogues and destroyed 267 of them
- set fire to Jewish homes
- damaged hospitals and schools

- desecrated Jewish graves
- arrested 25 000–30 000 German Jewish men, having targeted those who were young and fit, and sent them to concentration camps.

**SOURCE 1** Map showing some of the cities where Nazis destroyed synagogues during the Kristallnacht pogroms



The SA and SS attackers wore ordinary clothes to give the impression that they were civilians spontaneously engaging in violence to avenge vom Rath's death. In the main, police and firemen intervened only to protect non-Jewish property against fires or looting.

**SOURCE 2** Photo from 10 November 1938 showing the aftermath of the Kristallnacht in Berlin's Potsdamerstrasse. It was the shattered glass covering footpaths and streets that gave the event its name.



**SOURCE 3** Photo of the damage done to the interior of Berlin's Fasanenstrasse synagogue during the Kristallnacht



## RETROFILE

Four weeks after the Kristallnacht, activist William Cooper (c.1860–1941), along with other members of the Aboriginal League, marched down Collins Street in Melbourne to try to present the German Consul with a petition of protest against Germany's 'cruel persecution of the Jewish people'. Seventy years later, in 2008, the Israeli government honoured William Cooper by planting 70 Australian trees outside Jerusalem. His was the only private protest against Kristallnacht anywhere in the world.

### Why did it happen?

The Nazis claimed that the pogroms resulted from people taking the law into their own hands to avenge vom Rath's murder. In fact, Nazi officials ordered the pogroms in response to a rousing anti-Jewish speech which Propaganda Minister Josef Goebbels delivered in Munich, not long after learning of vom Rath's death on 9 November. In reference to vom Rath's murder, Goebbels stated that Hitler 'has decided that such demonstrations [against the Jews] are not to be prepared or organised by the party, but so far as they originate spontaneously, they are not to be discouraged either'. The not-so-subtle message was that Hitler expected Nazi officials to take action against the Jews.

### International responses

The violence and destruction that took place on the Kristallnacht was front page news around the world. Many people were horrified. Some journalists portrayed it as a means for the German government to gain financially from the Jews' stolen property rather than as evidence of the extent to which Nazi anti-Semitism could go. Others reported on the Kristallnacht in the context of Germany's anti-Jewish laws and policies over the six years since Hitler came to power.

Governments discussed whether or not they should change their country's immigration policies so as to accept more Jewish refugees. Two US politicians advocated allowing an additional 20 000 child refugees. Mindful that polls showed there was not much public support for this proposal, President Franklin Roosevelt did not give it his support either, but did get Congress to allow 12 000–15 000 Jewish refugees to remain in the US on their tourist visas. Britain introduced the *Kindertransport*, a program that took in 10 000 Jewish child refugees over the next nine months.

Some governments broke off diplomatic relations with Germany; the US government recalled its ambassador but maintained diplomatic relations with Germany. There was no coordinated international response to the Kristallnacht and no economic sanctions.

### Jews made responsible

The Jews themselves had to accept responsibility for the damage that others caused to their property. They had to pay the government one billion Reichsmarks (US\$400 000 000) as compensation. The government claimed all the insurance payouts owed to Jews for the damage to their property.

**SOURCE 4** Photo showing the first batch of Kindertransport children arriving in Harwich (England) in December 1938





## Significance

The Kristallnacht was a turning point. It marked the beginning of a new stage in the German government's anti-Semitism. After six years marked by the steady erosion of the social, economic and political rights of Jews within German society – with only occasional anti-Jewish violence – the Nazis had shown that they were ready to subject Jews and Jewish property to a widespread campaign of physical abuse. The Kristallnacht showed that Jews living under Nazi rule were no longer physically safe.

This, the Decree on the Exclusion of Jews from German Economic Life, and the expulsion of Jewish children from schools which followed only days later (see subtopic 6a.3) were the government's message that it was time for Jews to leave German territory and that it would not tolerate any support for them. People realised what could happen if they offered protection to the Jews.

The Nazis' intention was that the November 1938 pogroms should continue for some time. The fact that they ended within 24 hours indicated that the Nazis were unwilling to act outside what the public as a whole found acceptable. The ordinary civilian population demanded an end to the violence. This was because many people were horrified by what they had witnessed, because they did not like the lawlessness the violence unleashed, and also because they did not want such disruptions to Germany's social and economic life.

In late 1938, the Nazis ordered Jews to wear the Star of David on their clothing. In the twelve months following the Kristallnacht 77 000 Jews left Germany and Austria, but by this time it had become much more difficult for them to find refuge in other countries. During the following two years, the Nazis sent many Jews to **concentration camps** and **labour camps** and then, ultimately, to extermination camps.

**SOURCE 5** The Star of David – the Nazis made it compulsory for all Jews to wear this from late 1938.



## 6a.4 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. What was the Kristallnacht?
2. How did the Nazis explain the Kristallnacht?

3. What did the Kristallnacht reveal about:
  - (a) the power of the Nazis in late 1938
  - (b) the situation of the Jews in late 1938?
4. If such an incident was to occur in Germany today, do you think the international response would be the same or different? Give reasons for your answer.

### Develop source skills

5. What aspects of the Kristallnacht do **SOURCES 1-3** provide evidence of?

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Complete this digital doc: Worksheet 6a.4 The Kristallnacht (doc-23180)

## 6a.5 The ghettos 1939–45

### 6a.5.1 The Jewish ‘problem’

By September 1939, when World War II began, the Nazis had taken Austria and Czechoslovakia within Germany’s borders. By mid 1941, German troops had occupied Denmark, Norway, the Netherlands, Belgium and parts of France and Poland. For the Nazis, this created the ‘problem’ of what to do with more Jewish subjects.

To begin with, the Nazis thought forced emigration seemed to be the best option. Some Nazis supported the idea of deporting the Jews to Madagascar. To do this, they needed to assemble Jews in one or more central locations so that they could be easily transported once a decision was made.

SA and SS troops rounded up Jews, forcibly evicted them from their homes and transported them to overcrowded and unsanitary conditions in ghettos. In Poland and the Soviet Union, there were probably as many as 1000 ghettos. Many **ghettos** had walls around them, both to segregate the inhabitants and to prevent

**SOURCE 1** Map showing the cities where the Nazis established ghettos during World War II



the spread of epidemics, such as typhus, that could develop within the area. Some ghettos had no walls; Jews could move in and out of them during the day, but had to be back by the time of the evening curfew.

**SOURCE 2** A German postcard from c.1941 showing the entry to the Lodz ghetto, and a sign which reads 'Jewish residential area – entry forbidden'



## RETROFILE

The largest ghetto was in Warsaw, Poland. Established in October–November 1940, the Warsaw ghetto contained the equivalent of 30 per cent of Warsaw's population in an area 2.4 per cent of Warsaw's size – that is, 400 000 Jews, living with an average of 7.2 people in a room, in an area of 3.4 square kilometres. A three-metre-high wall topped with barbed wire enclosed the ghetto. In 1943, its inhabitants staged an uprising against the Nazis.

## 6a.5.2 Inside the ghettos

Nazis created all-Jewish councils (*Judenrat*) and police forces to organise ghetto life in accordance with Nazi orders. Council members had a more privileged position than other Jews, but they could also be first in the firing line if the Nazis were displeased.

Typical features of ghetto existence included the following.

- Food supplies were inadequate and people struggled to avoid starvation.
- Overcrowding was common, with several families sharing each apartment.
- Human waste and garbage accumulated in the streets.
- Unsanitary conditions made diseases common and hard to control.

**SOURCE 3** An extract from Edith Birkin's account of her experiences in the Lodz ghetto in 1941

So when you came to the ghetto there was this dreadful, dreadful smell ... cabbages and beetroot ... And what we were given was beetroot soup, which I couldn't eat at first, it was so awful ... it was just water with bits of beetroot swimming in it. And I couldn't eat it for a few days, but then I was so hungry I ate it and didn't get enough of it. Or it was cabbage soup made of rotted cabbage, and I think we got a loaf of bread a week ... when people died they came and collected all the dead people from the rooms, or out in the street, and just shoved them onto this ... cart ... And people standing outside wailing you know, if a relative died ... That was our first day in the ghetto. It was a very very severe winter, and people didn't have fuel, they didn't have food enough. They got diseases, they got typhus and typhoid and dysentery and all kinds of diseases. And lots and lots of them died, thousands of people. There were a lot of children my own age whom I knew in that same building, and ... we used to gather in the attic ... sing songs and make up plays, and talk, and played games, you know, all kinds of games ... In the spring then we used to go for walks ... And there were a few trees, yes. So we used to go there, and through the barbed wires you could see a bit of countryside ...

- There was not enough fuel for winter heating needs.
- People did not have the clothing they needed to withstand cold weather.

People tried to provide for their food and other survival needs while keeping up some semblance of normal life for themselves and for their children. Children played. People got married, participated in religious ceremonies and celebrated important events. People went to work. As the war went on, ghetto inhabitants provided a workforce for the Nazis in areas such as maintenance of uniforms, road and bridge building, arms production and the production of other goods needed for the German war effort.

### 6a.5.3 Resistance efforts

Ghetto inhabitants broke whatever rules they thought they could get away with. Some Jews, often children, found ways in and out of the ghettos so that they could smuggle in much-needed food, medical supplies and also weapons. They then sold these supplies on the **black market** that developed within the ghetto. Some people conducted classes so that children could continue their education; some planned revolts against their captors. Guards might shoot on the spot anyone they caught breaking the rules.

#### The Warsaw ghetto uprising

Fearing deportation to areas with even worse conditions, people staged violent revolts in a number of ghettos. The best known was the Warsaw ghetto uprising of spring 1943.

Between July and September 1942, the Nazis killed or deported 300 000 people from the Warsaw ghetto and then declared that only 35 000 Jews would be allowed to remain there. About 20 000 Jews went into hiding within the ghetto, which still left tens of thousands threatened with deportation. Two groups formed and joined forces to mount armed resistance to prevent this happening. This had some success and gave people time to build more hiding places in case the Germans then decided to deport everyone.

On 19 April 1943, the SS and police came to liquidate the ghetto (kill or deport its inhabitants). Jews began an armed uprising. They fought for a month, until the ghetto was in ruins. About 7000 Jews died and Nazi authorities deported over 50 000 to the Treblinka extermination camp.

**SOURCE 4** Photo showing Jews whom German troops captured during the 1943 uprising in the Warsaw ghetto



**SOURCE 5** Photo c.1942 of Jews from the Lodz ghetto being deported to the Chelmno extermination camp, the first where the Nazis made large-scale use of gas to kill Jews.





## 6a.5 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. What was the original purpose of the ghettos?
2. How did ghettos affect those forced to live there?

### Develop source skills

3. What information does **SOURCE 1** provide about the ghettos?
4. What information does **SOURCE 2** provide about the treatment of the Jews in Lodz?
5. What does **SOURCE 3** reveal about the effect of ghetto life on someone experiencing it for the first time?
6. The photo shown in **SOURCE 4** has become a symbol of the Holocaust. Why do you think that is?

## 6a.6 The 'Final Solution'

### 6a.6.1 The Wannsee Conference

The Holocaust was underway by mid 1941 when the SS began to systematically kill Jews by means of a series of mass shootings in the Soviet Union. By late 1941, Hitler had decided that mass extermination of all the Jews in Nazi-controlled territory would be the 'Final Solution' to the Jewish 'problem'. Existing concentration and labour camps were already being converted into extermination (death) camps.

#### RETROFILE

The term *Holocaust*, meaning 'a burnt offering to God', has been used since the 1970s; today Jews generally use the term *Shoah*, meaning 'calamity', to describe this event.

On 20 January 1942, senior Nazi officials met in the Berlin suburb of Wannsee. Here, SS General Reinhard Heydrich outlined his plan for implementing the Final Solution. All Jews in Nazi-occupied Europe and North Africa would be sent to Eastern Europe. There, the fitter Jews could provide hard labour on road-building projects until the work killed them, while others would die in mass gassings.

#### RETROFILE

In 1992, on the fiftieth anniversary of the conference, the Wannsee villa re-opened as a memorial site and an education centre for school and youth groups. It houses a permanent exhibition on the Wannsee Conference and the genocide of Jews.

### 6a.6.2 The death camps

Over the next three years, SS death squads rounded up Jews from ghettos and other areas throughout Nazi-controlled territory and sent them to death camps in Poland – Auschwitz–Birkenau, Treblinka, Belzec, Sobibor, Chelno and Majdanek. The process involved the use of the army, local police forces (some of which refused to cooperate), trains and train drivers. Private companies built the gas chambers and the ovens in which bodies were cremated and also supplied the Zyklon B gas which would eventually kill the Jews.

People disembarked from overcrowded and unsanitary freight trains to face a selection process that decided who would die immediately and who would live a little longer.

**SOURCE 1** Photo of the crematorium in Auschwitz camp 1



**SOURCE 2** A photo from the album of an SS officer, showing SS troops selecting which Jews to send straight to the gas chambers and which they would keep for some other purpose



**SOURCE 3** An extract from the account of survivor Barbara Stimler describing her memories of the Auschwitz–Birkenau camp

When we got to Auschwitz, which I didn't know it was Auschwitz, I didn't know nothing about it; I did not know about concentration camps, I did not know what was going on at all ... they told us, 'Raus, raus, raus!' They didn't let us take the clothes at all, they started separating women from men. Cries. It was just terrible. The husbands were from wives, the mothers from sons, it was just a nightmare ... We started going through the ... through the gate; the SS men were on both sides. And the girls, young people that could see what state I was in, they had a bit of sugar and they started putting sugar in my mouth to revive me. And when they were going through the gates, they were just holding me up, and was left and right, left and right. I went to the right, they told me to go to the right, the SS men ... And can you imagine the screams, the ... the mother was going to the left, the daughter was going to the right, the babies going to the left, the mothers going to the right, or the mothers went together with the babies ... I cannot explain to you the cries and the screams, and tearing their hair off. Can you imagine?

Some camp inmates were given a temporary reprieve (for about four months) to serve as *Sonderkommandos* – members of a special unit charged with the task of calming and deceiving other Jews as they led them into the gas chambers. They then had to dispose of the bodies by dumping them in mass burial pits or cremating them in ovens. They also collected money, jewellery or any other valuables that victims had brought with them. The SS would kill anyone who refused to carry out these tasks.

**SOURCE 4** An extract from the account of survivor Edith Birkin describing her memories of the Auschwitz–Birkenau camp

Auschwitz was very frightening ... because it was full of Germans ... Germans with dogs, and there were these barbed wires, with electricity in it you know. Discipline, very strict discipline. This feeling of death, all these people going in the gas chamber ... and this unbelievable situation of people being ... you could smell, you could smell these people being burnt. All the time you smelt this ... You had volunteers who would go with the Germans you know, and get a bit of food, and they were what was called the kapo ... you could recognise them because they were not starved ... they looked normal in their faces, in their bodies, they weren't hungry, they had enough to eat, and they had reasonable clothes on ... So, you knew who they were, and they were very sadistic and very cruel, and they treated us, the other prisoners, very very badly. They were prisoners like us, but they had privileged positions you see.

Some people also gained temporary reprieves from the gas chambers because the Nazis wanted to use them as forced labour. Many died from starvation, diseases such as typhus, forced labour conditions, or torture, or as victims of medical experiments and individual shootings.

By the time the Nazis implemented the Final Solution, their actions had already caused tens of thousands of Jewish deaths. What had begun in the early 1930s as persecution and discrimination had, from 1941, become mass killings of entire Jewish communities in Nazi-occupied territory in the Soviet Union.

By the time Germany surrendered in May 1945, one million Jews had died at Auschwitz and the Nazis were responsible for the deaths of six million Jews throughout Europe. Gassings were one part of a Final Solution that also used shootings, disease and starvation to achieve its goals.

**SOURCE 5** Photo c.2010 showing the interior of one of the barracks where people were imprisoned at Auschwitz



### RETROFILE

Hitler used similar methods to target all his enemies – criminals, homosexuals, the mentally ill, gypsies and political opponents. They too were victims of concentration, labour and extermination camps.

**SOURCE 6** Photo showing bags that once belonged to Jews deported to Auschwitz



## 6a.6 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. What questions do you think we should be asking about the Holocaust/Shoah?
2. What decision did the Nazis make at the 1942 Wannsee Conference?
3. List the names of six death camps in Poland.

### Develop source skills

4. Refer to **SOURCE 1**. Why might someone in our time take a photo like this?
5. What is the author of **SOURCE 3** trying to convey about the situation?
6. In **SOURCE 4** the writer is very hostile towards the 'kapo'. Who do you think these people were?

## 6a.7 Aftermath and contestability

### 6a.7.1 Liberating the survivors

As Allied troops moved across Europe in 1944–45, they liberated the camp survivors. From 1945 to 1952, up to 250 000 survivors went to displaced persons' (DP) camps. There, they hoped for news of other family members and tried to find ways to resume normal life. Around 136 000 DPs emigrated to Israel, the Jewish state created in 1947 from the division of Palestine. About 80 000 Jews emigrated to the United States and about 20 000 emigrated to other countries, including Australia.

### 6a.7.2 Contestability

Historians debate a number of issues related to the Holocaust and explore questions such as those below.

1. Did the Nazis intend from the beginning to implement the Final Solution? Those known as intentionalists argue that they did. They claim that Hitler made this decision in mid 1941, at a time



when it appeared likely that Germany would defeat the Soviet Union and be in a strong position to achieve his ambition to rid Europe of Jews.

Their opponents, the structuralists, argue that Hitler decided on the Final Solution in October 1941, when Nazi resources were under severe strain. The Soviet Union had not capitulated; the ghettos could no longer cope with the newly captured Jews being sent there; SS leaders were murdering Jews to relieve the pressure on resources. According to the structuralists, Hitler continued a policy that came about only as a result of the SS needing to achieve this.

2. To what extent were other groups – ordinary Germans, other governments – responsible for the Holocaust? Connected to this are the questions:
  - How much did the Germans know?
  - Why didn't people and governments take more decisive action to protect the Jews?
  - How significant was anti-Semitism in people's responses to the plight of the Jews?
3. How did the Jews respond to Nazism? Historians have focused so much on Jews as victims of the Holocaust that there is still much to investigate in relation to this side of the story.

**SOURCE 1** Photograph showing a young girl in a DP camp, hoping to be reunited with her relatives



## Holocaust denial

Some people deny that the Holocaust happened. As evidence, they cite errors made by camp liberators in their original reports of the death camps. At the same time, the deniers also dismiss the evidence provided by survivors, perpetrators, film, photographic and administration records and the remains of a number of camps. Historians accuse the deniers of distorting the historical evidence. Holocaust denial is a criminal offence in a number of European countries.

## 6a.7 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. World War II ended in 1945 and the state of Israel was established in 1948. How do you think the two events are related?
2. Much debate surrounds the decision of the Nazis to implement the 'Final Solution'. Complete the following table to summarise the conflicting theories.

Name of theory	Summary of theory
Intentionalism	
Structuralism	

### Comprehension and communication

3. The response of ordinary Germans to the Nazi campaign has also stirred significant debate. List three questions involving this issue.
4. What is Holocaust denial?
5. The Holocaust is one of the darkest events in human history. What can be gained by studying the Holocaust?

**learnon** ONLINE ONLY



Complete this digital doc: Worksheet 6a.7 Aftermath and contestability (doc-23181)

# 6a.8 Review

## 6a.8.1 Review

### KEY TERMS

**anti-Semitic** a term describing hostility and prejudice towards Jews

**black market** the business of buying or selling goods illegally, often during times of rationing

**boycott** a form of protest that punishes people by imposing a ban or refusing to have contact with them or their businesses

**concentration (or labour) camps** initially, camps the Nazis created to imprison their enemies, especially Jews. From 1939, these became camps in which inmates were used as slave labour and worked to death producing war materials for the Nazis.

**eugenics** the belief in improving a human population, especially by controlling who is or is not allowed to have children; it seeks to prevent people with genetic defects or undesirable traits from reproducing. The idea started in the United States and was very popular worldwide in the early twentieth century.

**ghetto** an area within which Jews were confined and segregated from the rest of a city and its population. The term originated in Venice in 1516 when the Venetians forced the city's Jews to live separately from the rest of their society.

**Holocaust** the systematic killing of more than six million of Europe's nine million Jews by the Nazis in the period c.1939–45

**pogrom** organised, and often government-approved, violent attacks on the people and property of a minority group, especially Jews

**proportional representation** a voting system in which every party that gains votes obtains seats in parliament in proportion to the number of votes people cast for it. This can result in votes being divided among so many small parties that no one party can gain a majority.

## 6a.8.2 What next?

What next? That is for you to decide. The Holocaust/Shoah is an important part of history for you to understand. It provides an insight into crimes against humanity, the roles of people who took part in them or allowed them to happen, and the laws and behaviours you would expect from governments that show the least (or most) respect for human rights.

There are thousands of resources for this topic. Some deal with the event itself; some see it in the context of its impact on today's world. Think about the gaps in your knowledge and the areas about which you have the most questions.

### What else do you want to learn about this topic?

Here are some possibilities.

- What life was like inside the Warsaw or Lodz ghettos
- International responses to Jewish refugees – the voyage of the *St Louis*, Kindertransport to Great Britain
- The round-up of Paris Jews, known as the *Vel d'Hiv*
- The Warsaw ghetto uprising
- Initiatives taken to protect people's human rights. Why do some people oppose a Declaration of Human Rights for Australia? What are the arguments in favour?

### How do you want to find out more and what resources can help you?

- Through books – some autobiographies you could read include: *Auschwitz to Australia* by Olga Horak; *Outwitting Hitler* by Marian Pretzel, and *The Pianist* by Władysław Szpilman. You might also be interested in the novel *The Boy in the Striped Pyjamas* by John Boyne.
- Through films based on real events – for example, *Europa Europa*, *The Pianist*, *Schindler's List*; *The Round-up (Le Rafle)*

- Through internet sources – there is no shortage of these, you just need to check for reputable sites.
- Through a virtual site study of a museum – for example, the Sydney Jewish Museum, the Holocaust History Museum at Yad Vashem, Israel, the Danish Center for Holocaust and Genocide Studies, the United States Holocaust Memorial Museum, the Imperial War Museum in London or the Jewish Museum in Berlin.

### What do you want to do with what you have learned?

Learning more about the Holocaust/Shoah will provide plenty of information and ideas you can discuss, share and debate. Suggestions on how you could use your knowledge include:

- a photo essay
- a mini exhibition
- a comparison with another genocide — for example, the Armenian genocide (1915–c.1922) or the Rwandan genocide (1994)
- a debate
- a class discussion.

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## 6a.8 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### learnon ONLINE ONLY

6a.8 Activity 1: Check your understanding

6a.8 Activity 2: Practise your historical skills

6a.8 Activity 3: Multiple choice quiz

Go online to access additional end of topic resources such as interactivities and printable worksheets.

# TOPIC 6b

## Australia in the Vietnam War era

### 6b.1 Overview

Numerous **videos** and **interactivities** are embedded just where you need them, at the point of learning, in your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). They will help you to learn the content and concepts covered in this topic.

#### 6b.1.1 Introduction

The end of World War II left the world divided between two superpowers holding very different political beliefs and goals. This period in history is known as the Cold War. Capitalist societies such as the United States and Australia felt threatened by the communist system of the Soviet Union.

In the decades after World War II, Australia put great effort into forging links with the United States. Australians feared the threat to national security that could come with the spread of communism through the poorer countries of Asia, and looked to the United States to contain communism in our region. The alliance against communism prompted Australia to send soldiers to Vietnam in the 1960s. The Vietnam War eventually engulfed the Indochinese region and mobilised thousands of Australians and Americans in protest against the horror of war.

The influence of the United States went far beyond politics and national security; America represented everything that was modern, liberating and exciting. Australia's Cold War alliance with the United States represented a break with the past. In a climate of political uncertainty, traditional values and beliefs were questioned. This era was a time of great change for Australia.

**SOURCE 1** Australians protest against the 1966 visit of the US President Lyndon Baines Johnson. By May 1970, more than 200 000 Australians across the nation marched in protest against our involvement in the war. The photograph shows the wide range of Australians opposed to 'going all the way with LBJ'.



#### Starter questions

1. What does the **SOURCE 1** photograph indicate about the people's attitudes towards the war?
2. What feelings/beliefs/values/ideas are evident in the photo?
3. Why might Australia have decided to go to war?
4. What impact might the war have had on Australia as well as the world?



## 6b.2 Crushing the communists in Australia

### 6b.2.1 The Cold War

The conflicting political systems and ideologies of the two superpowers increased world tension during the post-war period known as the Cold War. Communist and capitalist nations clashed on every major issue, with each side accusing the other of warlike intentions. Large standing armies were kept in readiness for war, with the superpowers stockpiling immensely destructive weapons. The world lived with the danger that the Cold War could escalate into full-scale warfare.

The Cold War was a drawn-out conflict over issues that were often vague and confusing. In Australia, the fear of communism was kept alive by events beyond our shores and by the belief that communism threatened our national security. The fear of communism sweeping the world became an Australian election issue in 1949. As an election promise, the leader of the Liberal Party, Robert Menzies, pledged that he would introduce legislation to outlaw the Communist Party.

### 6b.2.2 World communism

In 1949, a civil war in China ended with a total victory for the communist forces led by Mao Zedong. When China, the largest nation on Earth, came under communist control the Western democracies believed the 'free world' was threatened. The democratic nations' fears of a communist world revolution seemed to be coming true. It was believed that if one nation fell under communist domination, its neighbours would fall like a line of dominoes. This was the 'domino theory' and, in Australia, the fear of the 'yellow peril' from the north was replaced with an even greater fear of the Soviet Union's red flag sweeping a 'red tide' across the world. Australians saw communism as one single political movement, with little difference between Soviet communism and Chinese communism.

Events that followed the communist victory in China increased Australian panic over the 'red menace':

- the Malayan Emergency (1948–1956) — a rebellion against British Rule led by the communist party of Malaya
- the Korean War (1950–1953) — a Chinese communist-backed North Korean invasion of US-backed South Korea
- the growth of the Indonesian Communist Party (PKI) and attempted takeover of the Indonesian government (1965).

**SOURCE 1** The fear of communism, as expressed in this Norman Lindsay cartoon from *The Bulletin* magazine in 1950.



**'Nearer, clearer, deadlier ...'**

**SOURCE 2** The need for security through strong alliances was a cornerstone of foreign policy in the 1950s, as expressed by Robert Menzies in this speech to Parliament in April 1955.

There was a time when we permitted ourselves to think ... that any great war would be thousands of miles away from us. But that day has gone ... I call upon all Australians to realise the basic truth ... that if there is to be war for our existence, it should be carried on by us as far from our soil as possible. It would be a sorry day for the security of Australia if we were driven to defend ourselves on our own soil, for that would connote the most disastrous defeats abroad and the most incredible difficulties for our friends and allies desiring to help us.

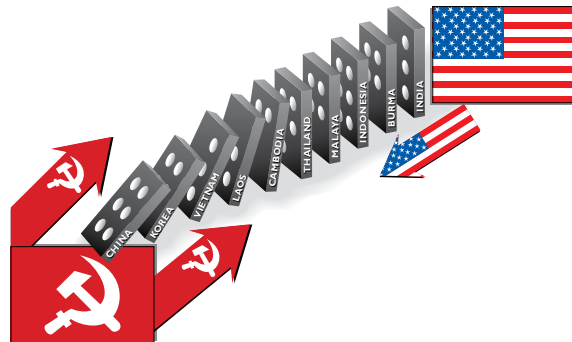
Two things are unbelievable. One is that any responsible Australian should think that we could be effectively defended either by our own efforts within our own borders or by resolution of the United Nations rendered impotent by the Communist veto. The simple English of this matter is that with our vast territory and our small population we cannot survive a surging Communist challenge from abroad except by the cooperation of powerful friends, including in particular the United Kingdom and the United States ...

Australia, House of Representatives, *Debates*, 1955, vol. HR6.

### RETROFILE

The Indonesian Communist Party (PKI) was the largest communist party outside of China and the Soviet Union. In 1964 the PKI began confiscating British property in Indonesia and then supported an attempted takeover of the Indonesian government on 1 October 1965. In the following weeks, over 500 000 alleged Indonesian communists were rounded up and murdered by the Indonesian military.

**SOURCE 3** A diagram illustrating the domino theory



**SOURCE 4** A 1951 explanation of the domino theory by the Australian politician Richard Casey

If Indochina and Burma were lost to the Communists — indeed if either of them was lost — Thailand would be immediately outflanked and it would be difficult if not impossible for Thailand successfully to resist heavy Communist pressure unless very substantial help were afforded it from without.

If Thailand were lost to the Communists, the large export surplus of Siamese rice which is important for Malaya and many of the countries would cease to be available. In other words, the internal position in Malaya could deteriorate substantially even before any question of direct military aggression against Malaya from the north arose ...

If South-East Asia and Malaya fell to the Communists, the position in Indonesia would become much less secure and inevitably the security of Australia itself would be directly imperilled.

Quoted in Peter Edwards, *Crises and Commitments: the politics and diplomacy of Australia's involvement in Southeast Asian conflicts, 1948–1965*, Allen & Unwin in association with the Australian War Memorial, Sydney, 1992, p. 107.

## 6b.2.3 The Communist Party Dissolution Bill

In 1950, the Liberal Party government led by Menzies introduced the Communist Party Dissolution Bill into federal Parliament. Menzies claimed that 'Australia must be placed on a semi-war footing which will involve restrictions on many civil liberties'. The legislation proposed to:

- outlaw the Communist Party
- permit government to take possession of all property belonging to the Communist Party
- prohibit anyone declared as a communist from holding a job in the trade union movement or in a government organisation.

Once declared a communist, it was up to the accused to prove his or her innocence. This clause in the legislation enraged many people, as it threatened individual rights and freedoms. Ten trade unions and the Australian Communist Party challenged the Bill in the Australian High Court. They argued that only during wartime should a democratic government have the power to control the rights of citizens. The High Court agreed and ruled that the Bill was **unconstitutional**. Prime Minister Menzies responded by announcing his intention to go to the people through a referendum to outlaw and crush the Communist Party in Australia.

The menace of communism was the major 1951 election issue. The referendum that came from it was one of the most bitterly fought in Australia's history. Many public forces advocated the 'yes' vote, including the media and some groups within the Catholic Church. The Australian people cast 2 317 927 votes for and 2 370 009 against the proposal at the referendum on 22 September 1951. The 'no' majority in the referendum was not large, so the threat of communism remained alive as an issue within Australian politics.

**SOURCE 5** The Prime Minister, Robert Menzies, had made anti-communism one of the main election issues of 1949. This extract from a parliamentary debate in 1950 shows it was an issue that the government was determined to keep alive.

At the last general election, 87 958 persons, a small fraction of the total number of electors, voted for Communist candidates. The importance of the Australian Communist is therefore, not numerical, but positional; these Communists are not to be ignored as if they were a mere handful. They occupy key positions in key organisations in the industries upon which this country would have to depend if tomorrow it were fighting for its life. The choice before us is a grim but simple one. We can do nothing and let a traitorous minority destroy us, as they most assuredly intend to do; we can leave the Communist free to do his work so long as he is a union official, but deal with him in any other capacity; or — and this is the answer to the choice — we can fight him wherever we find him, leaving him no immunity and no sanctuary at all.

The security and defence of Australia are dependent not only upon the valour of our troops in time of war and upon the industry with which they are supported in the factory and on the farm, but also in the continuity of these great industries that are vital to a national effort should war come ...

Australia, House of Representatives, *Debates*, 1950, vol. 207, pp. 1995–8, 2004–7.

## RETROFILE

The government attempted to censor literature and art in the war against communism. The author Frank Hardy was arrested over the content of his novel *Power Without Glory*. The story was a blend of fact and fiction and based on a man who gained power through corruption. During Hardy's nine-month trial, he was labelled a communist troublemaker and attacked for his political beliefs. Freedom of speech won when Hardy was found not guilty of the charge of libel (writing damaging statements about another person).

### 6b.2.4 The Petrov Affair — an Australian spy story

A modern spy thriller was played out in Canberra in 1954. On 13 April 1954, the three-year term of the Menzies government was drawing to a close and federal Parliament was sitting for its final session. Public opinion polls of the time indicated that voters were now more concerned about economic issues than they were about communism.

A few short hours before the close of Parliament, the Prime Minister made the startling announcement that a Soviet diplomat in Canberra, Vladimir Petrov, had been granted **political asylum** and that a **royal commission** would be established to investigate allegations of a Soviet spy ring operating in Australia.

Vladimir Petrov's **defection** raised questions about Australian security and stirred up the Australian fear of communism. The 'Petrov Affair' soon dominated the newspapers. There were detailed accounts of documents that had reportedly been handed over to the Australian Security Intelligence Organisation (ASIO) proving the existence of the spy ring. The leader of the Labor Opposition, Dr Herbert Vere Evatt, was completely unaware of the allegations before they were made public by the Prime Minister. Dr Evatt claimed the timing of the announcement of the Petrov Affair was part of a Liberal Party conspiracy aimed at keeping the Labor Party out of government. In the lead-up to the 1954 election, the Labor Party was portrayed as being sympathetic to communism.

### Spies and security

The sense of the Petrov Affair being an exciting spy story increased as the days went by. Vladimir and Evdokia Petrov had been sent to Australia to spy on Soviet citizens working in Australia. The Australian fear of the 'reds under the beds', and their threat to Australian security, was reignited when the spy became the informer. In 1950s Australia, Vladimir Petrov was portrayed as a Cold War ally, a Russian communist who had been converted to the values of a free society like Australia.

Two weeks after Vladimir Petrov was granted permission to stay in Australia, his wife was taken by car to Sydney airport by two brutish Soviet officials. Three thousand people at the airport witnessed Mrs Petrov being dragged onto an aeroplane (**Source 6**). In the melodramatic flight which followed, a distressed Mrs Petrov told a stewardess that her companions were carrying guns. When the aeroplane stopped to refuel in Darwin, the Australian police arrested the two Soviet guards. Mrs Petrov agreed to defect and remain with her husband in Australia.

Prime Minister Menzies won the 1954 election and Dr Evatt suffered irreparable damage to his career and reputation. The Royal Commission on Espionage opened on 17 May amid newspaper headlines. Members of the Communist Party were forced to testify (give evidence as a witness) at the Royal Commission and Dr Evatt appeared to defend his staff. At its conclusion in March 1955, the three Royal Commissioners had heard from 119 witnesses.

Investigations into the Affair in the decades after revealed some evidence of Soviet spy activity in 1950s Australia, but no major organised spy ring or Australian Labor Party involvement. In 1956 the Petrovs were given new identities, Sven and Maria Allyson, and settled into a quietly secure life in a suburb of Melbourne. Vladimir Petrov died in 1991 and his wife, Evdokia, died in 2002.

**SOURCE 6** Photograph showing a distressed Mrs Petrov being escorted to an aeroplane at Sydney airport by two Soviet officials





## The Labor Party split

The much-publicised Petrov Affair was a sensational event in Australian history. During the 1950s the fear of the 'red tide' of communism reached hysterical levels. The year following the Petrov Affair the Labor Party split. The rumours of spy rings and communists within the Labor Party damaged reputations and relationships. In 1957 a conservative group within Labor, led by Bob Santamaria, formed the breakaway Democratic Labor Party (DLP). The DLP pledged to take a strong stand against communism in Australia, particularly within the trade unions. In truth, the Petrov case failed to prove that any Australian communists were Soviet spies.

**SOURCE 7** The newspapers quickly reacted to the Petrov announcement and provided the Australian public with detailed accounts of the story as it unfolded.

The sensation of Vladimir Petrov's escape from the Iron Curtain will be exceeded by the sensations affecting Australia's internal security. Federal Ministers hinted this after a cabinet meeting tonight.

Today Petrov, who handed over vital documents when he asked for political asylum, was questioned for several hours by officials seeking his help in translating the documents.

The documents seem likely to link espionage in Australia with the suspected overall spy system organised for the South Pacific and South-East Asia.

- The Petrov spy-ring affair developed rapidly today.
- The Prime Minister, Mr Menzies, conferred with Cabinet until last night on the timing, terms of reference and location of the Royal Commission.
- Soviet Ambassador Mr Generalov told newspapermen that the Australian story that the Third Secretary had voluntarily sought political asylum was 'nonsense'.
- Madame Petrov, at the Soviet Embassy, said she believed that her husband had been kidnapped. She will return to Russia soon.

Other developments were:

Passports for Communist delegates to Peking, China, were refused and current passports cancelled. The bill authorising the Royal Commission and empowering it to compel witnesses to give evidence passed both Houses of Parliament in record time, without opposition.

*The Sun*, 15 April 1954.

## 6b.2 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. Who am I? Identify the people or groups described by the following statements.
  - (a) I led the communist forces to victory in communist China.
  - (b) I led the Liberal Party during the 1950s and pledged to outlaw communism in Australia.
  - (c) I challenged the Communist Party Dissolution Bill in the High Court.
  - (d) I ruled that the Communist Party Dissolution Bill was unconstitutional.
  - (e) I publicly supported the 'Yes' vote in the 1951 referendum.
  - (f) I was a diplomat in Canberra who was granted political asylum.
  - (g) I was the leader of the Labor opposition during the Petrov Affair investigations.
  - (h) I was the new party formed from the split within Labor.
2. In one page, evaluate the impact of the Communist Party Dissolution Bill referendum and the Petrov Affair on Australian politics.

### Comprehension and communication

3. Organise a class debate on the topic: 'National security is more important than freedom of speech'.

## Develop source skills

- Describe the figure in **SOURCE 1** and find out what is painted on his shield.
- Explain how **SOURCE 1** supports the claim that there was an atmosphere of paranoia about communism during the 1950s.
- According to **SOURCE 2**, why would Australians need to continue the fight against communism 'far from our soil'?
- Explain why defence alliances were so important.
- Using **SOURCE 3** and **4**, write a simple explanation of the domino theory and what it meant for Australia.
- In **SOURCE 5**, the Prime Minister pointed out that the communists had only a small number of supporters. Account for the government's argument that Australia must nevertheless move strongly against communism.
- SOURCE 6** was splashed all over Australian newspapers in 1954. Explain how this photograph could have been used to reinforce the government's strong stand against communism.
- Refer to **SOURCE 7** and answer the following questions.
  - Explain why *The Sun* newspaper described the Petrov Affair as a 'sensation'.
  - Outline what the Royal Commission was given the power to do.
  - Explain why Royal Commission power is of such significance in a democracy like Australia.

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Complete this digital doc: Worksheet 6b.2 Crushing the communists in Australia (doc-23182)

## 6b.3 Why did Australia fight in Vietnam?

### 6b.3.1 Two Vietnams

Like the conflicts in Malaya, Korea and Indonesia, the outbreak of war in Vietnam was seen as the result of communist aggression. The south-east Asian country of Vietnam was divided between the communist north and capitalist south. In a world divided by the Cold War, the emergence of communist China and a communist state in North Vietnam was of great concern to the west.

Vietnam was divided after France lost control of its colonies in the area of south-east Asia known as Indochina. The decision to divide Vietnam was agreed upon at a 1954 conference attended by Britain, France, Russia and the United States. The conditions of the agreement were that:

- Vietnam was divided at the 17th parallel
- the communist Vietminh was to control the north
- a government friendly to the United States was to control the south.

### Total war

The United States called on its allies to provide active support to contain the communist threat. South Vietnam was presented as an independent state standing against the advance of communism

**SOURCE 1** Map showing the area once known as French Indochina. It remained divided during the Vietnam War.



in South-East Asia. The Australian government agreed to the United States' requests for military advisers to support their presence in the region. Thirty Australian army advisers were sent to South Vietnam in 1962.

Seven allied nations followed the United States into Vietnam: Australia, New Zealand, South Korea, the Philippines, Thailand, Spain and Taiwan. In August 1964, the United States claimed that the North Vietnamese had torpedoed its ships in the Gulf of Tonkin, so American bombing raids began in the North. Australia's Prime Minister Menzies committed 800 Australian troops to fight, sending HMAS *Sydney* to Vietnam in 1965. In April 1966, Australia's military commitment increased when a 4500-man force left for Vietnam. Total war descended on Vietnam when nearly 400 000 American troops poured into the South and bombs rained down on the North.

### 6b.3.2 Australia goes 'all the way'

US President Lyndon Baines Johnson, popularly known as L.B.J., arrived in Australia in October 1966. As the first American head of state to visit Australia, he was given a welcome usually reserved for royalty. The United States was facing international criticism for the escalation of war in Vietnam and looked to Australia for gestures of support. The new Prime Minister, Harold Holt, who had replaced Menzies when he retired, declared on behalf of Australia: 'You have an admiring friend, a staunch friend that will be all the way with L.B.J.'

A huge crowd of enthusiastic Sydneysiders turned out to greet L.B.J. with tickertape and welcome posters. Thousands of Australians opposed to the war were also out in the streets with placards and banners demanding an end to the war in Vietnam. Protesters threw paint bombs at the presidential convoy and chanted 'L.B.J., L.B.J., how many kids did you kill today?'

**SOURCE 2** Photograph of Australian soldiers, 26 August 1967, about to be flown out by US helicopters after a cordon and search of a Vietnamese village. This image is etched on the Vietnam memorial on Anzac Parade, Canberra.



**SOURCE 3** By 1966 the war was the focus of public debate and protest. Many Australians were concerned at our readiness to fall into line with American foreign policy. Cartoonists had amusing ways of expressing that public concern, as illustrated in this cartoon by Aubrey Collette in *The Australian*, 1966.



'Gosh Lyndon, you make me feel so much at home!'

Later in 1966, the Australian people returned the Liberal Party/Country Party coalition government to power with a massive majority at the federal election. Despite the protests the majority of Australians were seen to support the war, so the number of troops sent to South Vietnam was once again increased. By the end of 1967 Australia committed 8300 military personnel to serve in Vietnam. When Australian forces were finally withdrawn more than 46000 Australians had served in Vietnam.

## 6b.3 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding


1. Are the following statements true or false?
  - (a) The Vietnamese decided to divide their country at a conference held in 1954.
  - (b) Seven allied nations followed the United States into Vietnam.
  - (c) The United States was given wide international support for intervention and escalation of the war in Vietnam.
  - (d) More than 46000 Australians served in Vietnam between 1962 and 1972.
  - (e) The Australian public did not see communism as a threat to Australia.
  - (f) The Australian Prime Minister Harold Holt was reluctant to commit troops to Vietnam.
  - (g) The 1966 visit of the US President to Australia was welcomed by all Sydneysiders.
  - (h) The 1966 election gave only a very small majority victory to the Liberal Party – Country Party coalition government.

### Comprehension and communication

2. Imagine you are a member of the Australian public in 1966. Write a letter to your daily newspaper in which you put forward your argument either for or against Australia's involvement in Vietnam.


### Develop source skills

3. Use **SOURCE 1** to identify the countries of the French Indochina region.
4. **SOURCE 2** is the image of Australians in Vietnam that has become part of our history and our identity. Write a dedication that could be featured on the base of the Canberra memorial. Remember that this image is the centrepiece of the memorial and so your words must express the heroism, hardship and sacrifice of the Vietnam experience.
5. Refer to **SOURCE 3** and answer the following questions.
  - (a) Identify who is represented as the kangaroo and the joey in the cartoon.
  - (b) Explain the comment the cartoonist is making about our relationship with the United States.

myWorldHistoryAtlas

Deepen and check your understanding of the topic with the following resources and auto-marked questions:

- Australia and Cold War conflicts
- The Vietnam War



## 6b.4 Australia divided — opposition to or support for the war

### 6b.4.1 Conscription

Debate about the wisdom of Australia's involvement in Vietnam raged from the day the government announced the commitment to the war effort. As the years passed, the nation grew more divided between the anti-war movement and government supporters. Australia's anti-war movement was strongly connected to protests against **conscription**, or 'National Service' as it was called. In the years since

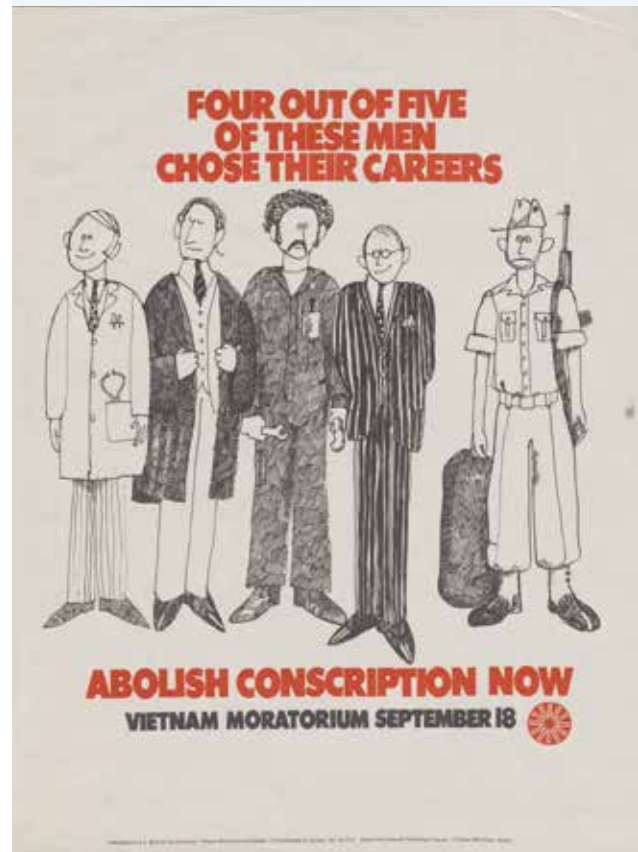


Australia's Federation, conscription had existed in some form for 42 years.

Conscription had been a controversial issue during World War I and continued to arouse controversy and passion during the Vietnam War. In 1950, Prime Minister Menzies introduced a limited form of conscription requiring three months of full-time training and home service. This system was abandoned in 1958. Six years later Prime Minister Menzies introduced a Bill in Parliament that became one of the most divisive pieces of legislation an Australian government ever made. The 1964 legislation reintroduced conscription for males reaching their 20th birthday. After registering for 'National Service' the conscripts, or 'Nashos' as they were popularly known, were chosen by a lottery involving marbles with birth dates on them being picked from a barrel. This was referred to as being 'drafted'. Men in the draft age bracket had approximately a one in ten chance of being selected, and had to serve for a period of two years.

In 1966, Prime Minister Harold Holt announced that conscripts would be sent to fight in Vietnam. This was the first time conscripts had been sent to fight overseas during peacetime. In May 1966, the first conscripted soldier was killed in action. He was Private Errol Wayne Noack and he was 21 years of age.

**SOURCE 1** A 1970 poster drawing public attention to the injustice of conscription and the ballot selection method used for drafting young men into National Service



**SOURCE 2** An extract from a newspaper article by Penelope DeBelle, in *The Age*, 30 April 2005, recounting the death in 1966 of Private Errol Noack, the first Australian conscript to lose his life in Vietnam

Grant Collins saw Errol Noack fall. Collins, now nearly 60, met Noack at Holsworthy, NSW, where they trained as machine-gunners. They were fit young men from Adelaide who were thrown together in the first round of conscripts from the 1965 National Service draw.

The day before Noack died, May 23, 1966, was Collins' birthday. The Fifth Battalion had been in Vietnam for just 10 days. Noack and Collins talked about going for a swim in the warm waters of the South China Sea. Noack, a tall, handsome man who had worked as a suit model for Myer and was nicknamed Flex because of his biceps, loved the water.

Early next morning the helicopters took the men to a landing zone in Phuc Tuy province. After three to four hours of total confusion, the battalion set up a defensive post, then sent some of the party to get water from a creek. Then the war began. 'All hell broke loose, firing seemed to come from everywhere,' Collins recalls. 'We gave covering fire over the top of our people. Unfortunately, we were firing across a creek, so the people embedded in the creek and people further along the creek could still fire at one another.'

Collins saw Noack stand up, get hit and go down. He recognised him by his size and build but could not believe what he had seen. Collins ran over and found Noack on the ground with a small, neat wound to the stomach. 'He didn't look too bad,' Collins says. 'I remember saying, "You've got a homer, mate" almost like saying "lucky bastard"...'

Early protests against conscription had come from religious groups and members of the Australian Communist Party. Conscription soon became a focus of the anti-war movement, with protest organisations urging men not to register and to resist the 'draft'. The Labor Party leader, Arthur Calwell, named the draft the 'lottery of death'. Under particular conditions, exemptions from National Service could be granted. If a person could prove he was a **pacifist**, he could lodge a conscientious objection to service. The consequence for others who refused to be conscripted was a two-year jail sentence.

The first 'conscientious objector' to the Vietnam war to be imprisoned in Australia was a postman from Melbourne named John Zarb. Leaflets supporting Zarb's stand were distributed around Australia as part of the anti-war movement.

Over the period of the Vietnam War, a wide range of groups organised protests against the continuation of the conflict. Youth Against Conscription and Save Our Sons were formed in 1964.

Anger over conscription was rapidly turning into disillusionment with the nature of the war in Vietnam and Australia's continued commitment to it. When Save our Sons (SOS) was formed in the mid 1960s the founding members were labelled as communist sympathisers, overprotective mothers and stirrers. In 1971, five SOS women were sent to Fairlea prison for handing out protest leaflets to conscripts on their way to Vietnam. The imprisonment of the Fairlea Five, as the Australian press called them, was widely criticised and became a focus for the anti-war movement.

**SOURCE 3** A march towards Pentridge jail demanding the release of John Zarb was given broad public support and media coverage.



**SOURCE 4** An interview with one of the founding members of Save Our Sons, Jean McLean, shows how and why the protest movement grew in Australia.

I convened the first meeting of SOS ... The issue of being against the war came later. These [women] were mainly against conscription as such ... Our aims were that we were against conscription for overseas service ... SOS was mainly a women's group ... at its height we had 500 people on our mailing list in Victoria and we had many more supporters ... Some joined because they were politically aware, some because they were worried about their sons, and there were some like me with very young children but who objected to the whole idea of conscription ... Every month we were at the barracks. We had to get there at some ungodly hour like 5 a.m. for the intakes, and then we'd march around with our flag and wearing 'Save Our Sons' sashes. We got continuous coverage in the media for eight years for doing that.

Interview with Jean McLean, in Gloria Frydman, *Protesters*, Collins Dove, Melbourne, 1987, pp. 17–20.

**SOURCE 5** Photograph showing a Save Our Sons protest. This early protest group was not drawn from a radical youth movement but represented a broad section of the Australian public.



**SOURCE 6** US military police officers keep control of a 1967 protest against the Vietnam War. In the photograph, a young woman is pictured offering a flower, as a symbol of the peace movement, to a guardsman.





## 6b.4.2 The Moratorium Movement

Every evening, television broadcast the horror of Vietnam around the world and brought it into Australian homes. By 1970, the anti-war sentiment had rapidly grown into huge rallies, marches, church services, sit-ins and candlelight processions. These united protest movements demanded a moratorium (a suspension) of the Vietnam War. They represented a great range of opinion from political radicals to middle-class Australians who would not normally protest or challenge the government's actions.

The Vietnam War moratorium rallies of 1970 appealed to people as a way of displaying their support for the end of the war. The first Moratorium Day was held in the United States with hundreds of thousands of people stopping work in a mass protest demanding that the United States government withdraw from Vietnam immediately. On 8 May 1970, the first Australia-wide march calling for a moratorium on sending conscripts to Vietnam was held.

The prominent Labor politician Jim Cairns was joined by academics, writers, artists and church leaders in moratorium marches across the nation. The two demands of the Moratorium Movement were:

- the immediate, total and unconditional withdrawal of Australian and allied troops from Indochina
- the immediate abolition of conscription.

**SOURCE 7** Photograph of the streets of Adelaide, showing the strength of protest against the war in Vietnam during the first moratorium march in May 1970



**SOURCE 8** The aims of the Moratorium Movement as expressed in an April 1970 Moratorium publicity leaflet

**We demand** the immediate and unconditional withdrawal of the total US and Allied military presence from Indochina, and the cessation of US aggression and internal subversion against the peoples of Indochina.

**We demand** the immediate, unconditional and unilateral withdrawal of Australian military forces from Indochina.

**We demand** the immediate abolition of conscription in any form, recognising it as a direct instrument of Australia's involvement in US military intervention in Indochina.

**We demand** that the United States, Australian and other Allied governments withdraw all military, material and political support for those regimes or forces sustained by the United States in Indochina.

**We demand** that Australia end its present policies of military intervention in countries of Asia and the South-Western Pacific and refuse all future involvement in US or other aggression or interference in the internal affairs of any country.

**We demand** that the US and its Allies recognise the Indochinese people's right to national independence, unity and self-determination.

Aims of the Third South Australian Vietnam Moratorium Campaign.

### RETROFILE

- The headmaster of a Methodist College in Sydney expressed how widespread the challenge to the government was when he publicly encouraged young men to defy National Service.
- In all, according to Australian War Memorial figures, 521 Australians were killed in Vietnam and approximately 3000 were wounded or injured.



**SOURCE 9** Memories of Australians who were involved in the moratorium campaigns of protest against the war in Vietnam

I went on the three Moratoriums [moratorium rallies], and took kids from Balwyn High. We made banners in the woodwork room which infuriated other teachers, but some parents hopped in and said it was not a bad thing. The first Moratorium was like coming in out of the cold and ended a sense of isolation. A lot of the time you were the only person in your family, workplace or street who opposed the war. (Gary Guest)

I marched with my mother and some staff from *Nation Review*; I remember thinking what a difference it was to when sixteen of us had stood outside the first ballot.

Even to this day, when thinking about that Moratorium, I feel a certain sadness about that. I was glad everyone was there, but I wondered where they were in 1965.

By 1970 ... it had become Australia's longest war and so many lives had been lost. I remember thinking, 'It's too late ... It's already over because the troops are being withdrawn anyway.' (Michael Leunig)

G. Langley, *A Decade of Dissent — Vietnam and the Conflict on the Australian Homefront*, Allen and Unwin, Sydney, 1992, pp. 133–47.

**SOURCE 10** Anti-war protesters outside Parliament House in Canberra, 1970. Policemen are pictured in the foreground. The protest voiced opposition to the visit to Australia of the US Vice-President Spiro Agnew.



The intensity of the conflict in Australia over our involvement in Vietnam, and the issue of conscription, contributed to the election of a Labor government in December 1972. Twenty-three years of conservative Liberal government had ended. The new Prime Minister, Gough Whitlam, immediately abolished National Service and recalled the Australian army. Australia's military involvement in Vietnam was over. In 1974, the United States government reduced its level of support to the South Vietnamese government and ceased all bombing throughout Indochina. In March 1975, the communists launched their Spring Offensive and, in an overwhelming victory, took control of South Vietnam on 30 April 1975. The longest war of the twentieth century had come to an end.

### 6b.4.3 Skill builder: Analysis and use of sources: evaluating the reliability and usefulness of primary sources

Personal documents are valuable primary sources of information, as they provide evidence of a person's character and motivation, ideas and beliefs. Letters, diary entries, memoirs and autobiographies express personal opinions and a particular point of view. These sources help historians to understand why people acted in the way they did and how they were affected by events in history.

Personal documents have limitations as evidence of the past. They will usually present history from one point of view, so they provide subjective and often biased accounts. The usefulness of these sources can be assessed when they are examined in the context of their times. Knowledge of the historical background of the sources helps historians judge their significance and value. Personal documents can then be analysed to determine the difference between fact and opinion. Historians evaluate the reliability of these sources by applying the following simple set of questions.

- What is the origin of the source? (Who wrote it, when and where?)
- Why was it written? (What is the motive or purpose?)
- Who was it written for? (Who is the audience?)
- What is the content of the source?

The answers to these questions will provide the information needed to determine usefulness. Using the **SOURCE 11** letter as your evidence, explain why an anti-war attitude was emerging in 1966. In your response, consider the usefulness of this source to a historian studying Australia in the Vietnam War era.

◦ **SOURCE 11** Letter to *The Sydney Morning Herald* in 1966 addressing President Lyndon Johnson

The type of source is a letter.

The writer's use of 'I' emphasises the personal nature of the letter, whereas the use of 'we' and 'our' implies it is also the view of a larger group.

The tone here is persuasive.

Implies the writer has some political connections yet below the writer claims otherwise.

This is the main idea. Note the descriptive language.

Use of catchy phrases to make strong points.

The motive is to express personal conscience and opinion on Australia's involvement in the war.

Dear Mr. President:

It is unfortunate that your welcome in Australia has been clouded by the deep disagreements in this country as to our part in the Vietnamese War. I am concerned that the thought, comment and actions of our Government have reflected very little of this disagreement, nor indeed much awareness of what is involved. The fact that out of a population of eleven million we have had to depend on conscripts to make up two battalions to send to Vietnam is a sufficient indication that enthusiasm for this war is very largely confined to our politicians and their military advisers ...

Just as you Americans feel threatened by world communism, so do we Australians feel threatened by the prospect of a strong militant and unfriendly Asia. As one member of our Government put it to me, 'We've got to stop these — s before they get here'. Our immediate objective is to halt the progress of communism in Vietnam. Yet by our own military policies of 'kill and destroy' we are creating the very conditions of social and economic chaos which communists need for their success ...

Whatever your military advisers say, Mr. President, the burning of crops, the bombing of villages, killing of men, women and children are no way to improve a political situation ...

People all over the world are tired of military solutions and power politics. They are tired of anti-communism as a substitute for commonsense. And above all they are tired of the killing. As one of these people, and as a person having no connection or influence with any political party or organisation whatsoever, I have written this letter as a matter of personal conscience.

The Sydney Morning Herald, 22 October 1966.

Although addressed to 'Mr President', the intended audience is newspaper readers.

The date tells us it was written at the time of the war and is a primary source.

## 6b.4 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. Describe how conscripts were chosen and what National Service was.

### Comprehension and communication

2. Invite a guest speaker to your class to share their first-hand experience of the Vietnam War years. Prepare questions to help you understand the issues. If you are unable to have a speaker attend your school, contact the Vietnam Veterans Association to gain some responses to your questions. Report what you have learned to the other members of your class.

### Develop source skills

3. Read **SOURCE 2**. The death of conscripted soldiers had a huge impact on the Australian public's attitude towards sending troops to Vietnam. Write your own newspaper editorial commenting on the issue of conscription and the death of the first Australian conscript.
4. Imagine you are one of the protesters photographed in **SOURCE 3**. Write a press release in support of John Zarb outlining why you support him and why you are opposed to the *National Service Act*.
5. Outline the aim of the SOS protest shown in **SOURCE 5**, and evaluate how effective you think it would have been.

6. Explain what **SOURCE 5** and **6** indicate about the membership of the anti-war and anti-conscription groups of the 1960s. (Comment on the sex, age group and dress of the protesters.)
7. Refer to **SOURCE 6** and the text to describe the way in which many young Australians and Americans responded to their country's involvement in the Vietnam War.
8. Refer to **SOURCE 8** and answer the following questions.
  - (a) Using the source as your evidence, explain the overall aim of the Moratorium Movement.
  - (b) Describe the change in Australian attitude towards the countries of Indochina.
9. Imagine you are a newspaper reporter. Write a brief description of the protest marches, using **SOURCE 8, 9** and **10** as the basis of your report.

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Complete this digital doc: Worksheet 6b.4 Australia divided (doc-23183)

## 6b.5 The impact of the Vietnam War

### 6b.5.1 The voice of the Vietnam veteran

On 3 October 1987, the 'Welcome Home' parade for Vietnam veterans took place in Sydney. The welfare of these veterans of an unpopular war had been ignored after 1972, so the parade was a long-overdue recognition of their service to Australia. Many of the soldiers who fought in Vietnam had experienced difficulties settling back into civilian life, for a range of reasons:

- Vietnam veterans had come home to an anti-war attitude of contempt and hostility rather than to expressions of gratitude.
- Many veterans were left untreated for post-traumatic stress disorder (known as 'battle fatigue' in previous wars).
- Many veterans were exposed to dangerous chemicals in the **defoliation** campaign, leading to serious medical problems.

**SOURCE 1** Vietnam veterans had reported a wide range of well-documented illnesses by the 1970s.

I've got rashes under the arms, groin. I get headaches all the time. They get bad. Flashes of temper. It's like a boiler without a pressure-release valve. It builds up and builds up until it explodes ... I explode. I can't mix with people. I've got no sex drive ... I was married twice. My first wife had quite a few miscarriages ... I used to pick on the kids, isolate myself from their lives, behave irrationally until it got to a stage where they just couldn't take anymore. Unfortunately I realised the problem just a little too late.

Ron Witty, quoted in S. Rintoul, *Ashes of Vietnam: Australian Voices*, Heinemann, Melbourne, 1987, p. 208.

**SOURCE 2** Vietnam veteran, Michael Scrase, recounting the stress of his homecoming after service in Vietnam

One minute I was in Vietnam and the next minute I was home, and I was totally lost. Cars backfiring scared you, you were on edge the whole time for weeks afterwards. There was no debriefing, no time to melt back in. I know my mum and dad found it very hard to handle me. In fact they told me quite plainly that I wasn't the same person any more. I was prone to get violent, punch walls, get into rages very quickly. I've never slept right since the day I came home.

Quoted in *Australia and the Vietnam War*, Department of Veterans' Affairs, Canberra, January 2007.

Australia had been unwilling to deal with the problems of these returned soldiers of an unpopular war. In 1980, the Vietnam Veterans Association of Australia was established to lobby governments for financial compensation and political recognition for its members. Veterans were reporting various disabilities but were still receiving no government support from the Department of Veterans' Affairs.

Agent Orange was the most commonly used chemical mixture in Vietnam for defoliation. It was absorbed by the leaves of plants and would enter the water system. By 1967, an estimated 20 per cent of jungles, 36 per cent of mangroves and 42 per cent of food crops had been destroyed in Vietnam. The main aim of this defoliation was to deprive the Vietcong **guerillas** of cover. The Royal Australian Air Force (RAAF) had also sprayed the Australian bases three times every week with various insecticides. In the late 1970s, Agent Orange was linked with three possible health problems:

- cancer
- birth abnormalities
- toxic brain dysfunction.

The Vietnam Veterans Association put pressure on the Commonwealth Government to establish an inquiry into Agent Orange. In 1983, the Hawke Labor government appointed a royal commission (known as the Evatt Commission) to investigate the Page 19Deffects of the chemical agents used in Vietnam. After hearing from the veterans, the government, the chemical companies and the scientists, the commission released its findings. It reported that there was insufficient evidence to prove that the veterans' disabilities were caused by chemical defoliation. The commission did, however, find that the war had left veterans with significant psychological problems entitling them to government financial assistance.

For the following nine years, the veterans lobbied to have the findings of the Evatt Commission overturned. In October 1994, the Labor government finally acknowledged Agent Orange as the direct cause of cancer and other illnesses suffered by the Vietnam veterans. American veterans were also successful in their legal action against seven chemical companies. A multimillion-dollar American fund was then established to help veterans and their families.

**SOURCE 3** Photograph taken in 1966 of Australian soldiers helping their wounded comrade during the Vietnam War



AWM COA/66/0877/VN

**SOURCE 4** A 1994 newspaper article on the McLennan Report. The report cited medical evidence supporting the veterans' claim that Agent Orange was responsible for the serious health problems they suffered.

## Vietnam vets hail cancer decision

BY EBRU YAMAN AND CAMERON STEWART

Vietnam veterans yesterday applauded the Federal Government's landmark decision to accept a link between Agent Orange and cancer but said more needed to be done to recognise other war-related cancers.

The Government has announced it will accept the findings of an independent medical study which found clear links between a range of cancers and exposure to herbicides such as Agent Orange.

The decision, revealed exclusively in *The Australian* yesterday, is a key breakthrough in the 25 year battle by the Vietnam veterans to obtain government recognition of the cancer-producing effects of Agent Orange.

The move means more than 600 cancer-stricken Vietnam veterans will be eligible for disability payments within twelve months at an estimated cost to the government of about \$4 million.

The president of the Vietnam Veterans Association of Australia, Mr John Printz, described the decision as a major victory.

'It is a very positive development for veterans, many of whom have had to suffer the turmoil, the strain and the stress of trying to obtain compensation for their disabilities ... they were kicked in the guts for years about (Agent Orange),' Mr Printz said ...

The government's decision to recognise the link between cancer and Agent Orange overturns the findings of the 1985 royal commission which concluded that Agent Orange was not a reason for the unusually high cancer rates among veterans ...

*The Weekend Australian*, 8–9 October 1994, p. 4.



The work of the Vietnam Veterans Association in gaining recognition for returned soldiers is an example of how citizens of a democracy can directly influence government. Veterans felt their particular needs and wishes were being ignored by successive Australian governments. The Veterans Association is an 'interest group' established to influence government decisions, not to form a government.

**SOURCE 5** A scene from the 'Welcome Home' parade in Sydney, 3 October 1987. The parade was the first Australian commemoration of the Vietnam War and was organised by the Vietnam Veterans Association.



### 6b.5.2 A war-torn world

A photograph of children fleeing from a **napalm** attack on 8 June 1972 (**Source 6**) became one of the enduring images of the Vietnam War. Images such as this turned public opinion in America and Australia against the continued commitment of troops to Vietnam.

**SOURCE 6** A photograph by Nick Ut showing children, frightened and some suffering burns, running from a napalm attack in Vietnam on 8 June 1972



- A** Frightening scene is emphasised through the dark background and fear on the faces.
- B** Child in foreground brings the viewer into the drama.

- C** Note the central image of the naked and terrified child.
- D** The soldiers' heavy uniforms contrast with the vulnerability of the children.

### 6b.5.3 Changing times

The 1960s was a decade in which the younger generation challenged government policies and the basic values of Australian society. Tension and conflict within Australian society had never been as evident as it was during the period of the Vietnam War. Young Australians were greatly influenced by the values, culture and politics emerging in the United States.

The United States of the 1960s was a nation of civil rights movements, women's liberation and the growth of popular political awareness. Opposition to involvement in the Vietnam War was particularly strong on university campuses. The issues of the time were often being expressed through the protest movement of the hippie generation. Bob Dylan's *The Times They Are a-Changin'* became the protest anthem for a generation that had many causes to fight for.

By the mid 1960s, American popular music was carrying the social protest message all over the world. The hippie movement was born in San Francisco, preached peace and love and turned to Eastern philosophy for spiritual guidance. As in the United States, Australian hippies were usually from middle-class backgrounds. Their beliefs were a reaction to the brutality of the war in Vietnam.

As the 1960s drew to a close, the world watched in amazement as American astronauts walked on the moon. It was an event watched by millions of people on their television screens. In 1964, Canadian academic Marshall McLuhan had predicted that satellite communications would shrink the world to one large 'global village' in which television would dominate as the means of communication. By the 1970s, people were watching remote events as if they were happening in their own part of the world. American television broke through Australia's sense of global isolation. With mass communication and popular culture, we entered the global community.

**SOURCE 7** The cartoonist Rigby summed up a decade of conflict and change when he commented, in *The Daily Mirror* 1969, on Neil Armstrong becoming the first man to walk on the moon.



'The step's the same, on the moon or a mine ...'

### 6b.5.4 Multicultural Australia

The Vietnam War led to deep divisions within Australian society and also forced Australians to think seriously about attitudes to the peoples of the Asia-Pacific region. Our involvement in Vietnam was the result of a fear both of communism and of Asia. The Vietnam War made ordinary Australians politically active and had them questioning many long-held beliefs.

In the 1960s, Australians believed that communist China was the driving force behind the war effort in North Vietnam. By 1973 Australia had established diplomatic relations with communist China and, in 1979, we were reminded of our error in seeing communism as monolithic when war broke out between China and Vietnam.

By the 1970s, Australia no longer saw itself as white and British. Approximately two million people became refugees as a result of the Vietnam War. Between 1975 and the end of the twentieth century, more than 150 000 Indochinese refugees settled in Australia. Their arrival combined with that of thousands of people who had come from across Europe and the Middle East served to create a culturally diverse society. This new Australian nation was recognised with the introduction of a government policy of multiculturalism.

Prime Minister Bob Hawke declared 1989 the Year of Citizenship. Two people were granted the two-millionth Australian citizenships — Nigel Stoker, who arrived in Australia from Scotland in 1984, and Ngoc Anh Nguyen, who arrived as a refugee from Vietnam in 1981.

**SOURCE 8** This 1990s cartoon graphically illustrates the impact of economic ruin, war and population growth. Movements of massive numbers of people around the world have never been greater than in the period since World War II.



**SOURCE 9** Excerpt from a speech by the newly elected Prime Minister, Gough Whitlam, in December 1972

The change of government provides a new opportunity for us to reassess the whole range of Australian foreign policies and attitudes ... Our thinking is towards a more independent Australian stance in international affairs, an Australia which will be less militarily orientated and not open to suggestions of racism; an Australia which will enjoy a growing standing as a distinctive, tolerant, cooperative and well-regarded nation, not only in the Asia and Pacific region, but in the world at large.

E. G. Whitlam, 5 December 1972,  
quoted in *Australian Foreign Affairs Record*,  
Department of Foreign Affairs, Canberra,  
May 1973, p. 335.

## 6b.5 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check knowledge and understanding

1. Explain why the experience of many Vietnam veterans has been so difficult and why the Vietnam Veterans Association was established.
2. Outline the reasons for the Vietnam War era being a time of great change.

### Research and communicate

3. There are many occasions when ordinary people feel that direct involvement and action is necessary to influence or change government decisions. The work of the Vietnam Veterans Association is a clear example of this. Research and write a report of 600–800 words about the work and achievements of the Vietnam Veterans Association. Your report should discuss what the objectives of the association were, how the association gathered support and used the media, and what the outcome of the work of this interest group has been.
4. Working in small groups, discuss the impact of the Vietnam War on Australia. Design a poster or write a poem expressing one of the ways in which Australia changed at this time.

### Develop source skills

5. Predict how the medical and social problems described in **SOURCES 1** and **2** would have an impact on a veteran's life and family after Vietnam.
6. Use **SOURCE 3** to answer the following questions.
  - (a) Identify the qualities you see in the men in the photograph and the difficulties you think they would have faced.
  - (b) Present a speech on behalf of the Vietnam veterans explaining their challenges, and the responsibilities the wider Australian community has to veterans.
7. Read **SOURCE 4**. Explain how this report established the success of the Vietnam Veterans Association as an 'interest group'.



8. Use **SOURCE 5** to answer the following questions.
  - (a) How many years after the end of the Vietnam War did this parade take place?
  - (b) Suggest reasons for the changing attitudes towards Australian participation in the war between 1964 and 1987.
9. Discuss the impact that images such as **SOURCE 6** would have had on public opinion.
10. What social issues and changes are being expressed through **SOURCE 7**, and why do you think they led to such conflict between older and younger generations?
11. Briefly explain the message of the cartoon shown in **SOURCE 8**.
12. Use **SOURCE 9** to answer the following questions.
  - (a) Using Whitlam's speech, explain the new opportunities that came to Australia in the 1970s.
  - (b) Evaluate the difference between the Australian attitude to Asia in the 1950s with the approach that emerged with the end of the Vietnam War.

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Deepen and check your understanding of the topic with the following resources and auto-marked questions:

➤ Refugees

**learnon** ONLINE ONLY



Complete this digital doc: Worksheet 6b.5 The impact of the Vietnam War (doc-23184)

## 6b.6 Research project: Nuclear testing at Maralinga

### 6b.6.1 Scenario and task

After the defeat of Germany and Japan in 1945, two superpowers now dominated world politics: the USA and the USSR. In 1948–49 the two nearly went to war over the future of Berlin. They soon developed a bitter and long lasting mistrust of each other. Their competition for power and influence in post-war Europe saw that continent divided between pro-American, democratic Western Europe and Soviet Union-controlled communist countries of Eastern Europe. As Winston Churchill put it, an 'iron curtain' was drawn between east and west on that continent. There was no open military conflict between the two sides, but there was much tension that soon spread throughout the world and lasted until 1989. This period of time is known as the Cold War.



After 1949, both superpowers had nuclear weapons. It seemed that if war did break out the destruction would be on a massive scale. America's closest ally, Britain, was now no longer as powerful as the USA and USSR. However, it was still head of the British Commonwealth, and wanted to become a nuclear power to reinforce its status as an important world power and a strong ally of the USA and Western Europe. It had developed an atomic bomb but needed to do more testing before it could build up its nuclear arsenal. Where could it do this testing?

Australia — as a willing and loyal member of the Commonwealth, a strong supporter of the USA, fiercely anti-communist, and a country blessed with huge 'empty spaces' — seemed to Britain to be the perfect solution.

### Your task

It is 1954. You are an ambitious Australian civil servant. You have been asked to produce a government report on the issue of whether the Prime Minister should agree to an official British Government request to set up a permanent nuclear testing station at Maralinga in South Australia.



Your report should include:

- an introduction outlining the British request including information on previous nuclear testing in Australia, why Britain needs to test in Australia, and the suitability of Maralinga
- background information on the situation in Europe and why this affects Australia's security and Australia's interests
- background information on the situation in East Asia and why this has serious implications for Australia
- information on the domestic situation in Australia including comments on links to the USA and Britain, and the political advantages and disadvantages of allowing the tests. Would a strong show of friendship with Britain be good for the Prime Minister's popularity at this time?
- a final section where you put your recommendation — should Australia allow a British nuclear testing base on home soil and permit further tests? If opposing the request you must give clear reasons — what are the risks? Which groups in Australia might oppose the tests?



## 6b.6.2 Process

- Access your learnON title to watch the introductory video on Maralinga. You can complete this project individually or form a group with other members of the class.
- Use the following topics as a framework for your research:
  - Nuclear weapons
  - Situation in Asia in the early 1950s
  - Situation in Europe in the early 1950s – recent events and tensions between the East and West
  - The British request to test nuclear devices in Australia
  - The domestic political situation in Australia – fears of Communism at home
- In the Resources tab, you will find a Key Questions document to guide your research into each of these topics, as well as a glossary of Cold War terms to aid your understanding.
- To discover extra information about the Cold War and nuclear testing in Australia you should find at least two sources other than the content in topic 6b. The weblinks in the Resources tab will help you get started.
- Decide whether you will recommend that the Prime Minister accepts or rejects the British request before preparing a draft report as a Word document. Remember you may include maps, diagrams and photos to support your findings and recommendations.
- Ensure that you write your report using very formal language, as it is to be read by the Prime Minister.
- This issue was very sensitive at the time and you may decide to make one or more sections of your report 'Top Secret' so that other government officials and the public do not see it. These sections should be placed in a sealed section labelled 'For the Prime Minister's eyes only'. You might like to use an appropriate software application to give your final draft an authentic old look. To help with your final report design, in the Resources tab you will find a 'Top Secret' Report template, as well as images of a 'Top Secret' stamp and a wax seal.
- Review your report carefully, remembering to double-check your spelling and grammar, and make any final adjustments.
- Submit your research notes to your teacher, along with your completed report.

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RESOURCES – ONLINE ONLY

Go online to access additional resources such as templates, images and weblinks.

# 6b.7 Review

## 6b.7.1 Review

### KEY TERMS

**conscription** the compulsory enrolment of men for service in the armed forces

**defection** changing allegiance or deserting from a duty

**defoliation** the stripping of foliage on trees; used during the Vietnam War to deprive the Vietcong guerillas of cover that they could use for surprise attacks

**guerillas** small bands of soldiers who harass the enemy by surprise attacks

**napalm** a sticky substance used in flame throwers and fire bombs

**pacifist** a person who opposes in principle all war or violence

**political asylum** to provide refuge or a secure home for a person regarded as being at risk from the government of their own country

**royal commission** a group of people, usually judges, appointed by the government to investigate some area of public concern

**unconstitutional** in violation of the laws of a nation or state

**yellow peril** term used in the nineteenth and early twentieth centuries to describe Asia

## 6b.7.2 What next?

What next? That is for you to decide. This topic is not compulsory — it is an optional topic that New South Wales syllabus writers thought you might find interesting as you near the end of Year 10.

Australia in the Vietnam War era is a fascinating topic of study because it provides an understanding of forces that have shaped modern Australia. Involvement in the Vietnam War caused great conflict and upheaval in our society. This was an era of change; women demanded equality, Aboriginal Australians fought against two centuries of cruel discrimination, the White Australia policy was abandoned and a truly multicultural Australia began to emerge. This was an era in which public opinion turned, and the values and traditions of the past were challenged.

War in Vietnam had some terrible consequences. The sophisticated weaponry of war that was unleashed by the military might of the United States did not defeat North Vietnam. South Vietnam was taken over by the North. The war engulfed neighbouring Laos and Cambodia, and the entire region was economically and environmentally devastated by years of relentless bombing. More than two million men, women and children were killed. Countless more civilians were left homeless and suffering from terrible injuries.

**SOURCE 1** Anti-war protest poster featuring the 1960s symbol for peace



There is so much more to learn about this important period of twentieth-century history. The consequences of the conflict for Australia, America and Indochina were complex. There are many topics that you could continue to investigate, including:

- the ongoing issues confronting Vietnam veterans in Australia and America
- the post-war relationship between Australia and the nations of Indochina
- the Pol Pot regime and refugees
- the reconstruction of Indochina
- popular culture of the Vietnam War era.

Many wonderful resources are available to students undertaking further study on the Vietnam War and the impact it had on the countries involved. These include:

- Australian government websites and publications — for example, those produced by the Department of Veterans Affairs and the Australian War Memorial
- movies — for example, the Australian production *The Odd Angry Shot* or the US film *Apocalypse Now*
- documentaries — for example, the Canadian miniseries *Vietnam — the Ten Thousand Day War* or the Australian production *Long Tan: the True Story*
- novels — for example, *Uncertain Fate* by Graham J. Brammer (1997, Allen and Unwin, Sydney)
- oral history collections — for example, Michael Cauldfield's *Voices of War*, Sydney 2006.

When you have researched an area of particular interest, consider how you can explain and communicate your knowledge. Choose a communication form that suits you and your topic — oral, graphic, written or digital. What comes next is up to you: compile a collection of film reviews or a database of newspaper articles, songs, speeches, posters and cartoons from the Vietnam War era; create a class timeline of events that were happening in world and Australian history during the period of the Vietnam War; have a class debate on the topic 'Australia was justified in committing troops to Vietnam in 1965'. Be creative in how you use what you have learned from your study of Australia during the Vietnam War era.

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## 6b.7 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### **learnon** ONLINE ONLY

6b.7 Activity 1: Check your understanding

6b.7 Activity 2: Practise your historical skills

6b.7 Activity 3: Multiple choice quiz

Go online to access additional end of topic resources such as interactivities and printable worksheets.

# GLOSSARY

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- 39th Infantry Battalion:** mainly 18–19-year-old conscripts to the Citizen Military (home defence) Force; assigned in mid 1942 to block a Japanese advance via the Kokoda Trail
- abolition:** campaign for the ending of slavery
- absolute monarchy:** monarch ruling without restrictions or limitations
- ACTU:** Australian Council of Trade Unions
- Afrika Corps:** the ‘blocking force’ under the leadership of General Erwin Rommel, that Hitler sent to support Italian efforts in North Africa in February 1941
- agricultural revolution:** a significant change in the manner in which a society uses land for food production
- alien:** a person with citizenship of a country outside the country in which they are living
- alliance:** an agreement between nations to work together to protect or advance the interests they share
- Allies:** the name for the countries that allied themselves against the Axis powers during World War II. They included the United States, the Soviet Union and Britain and her former colonies.
- alluvial:** describes gold that had been washed into rivers and could be recovered by panning as opposed to reef gold, which had to be mined and separated from the quartz in which it was embedded
- anthropogenic:** caused by people (from the ancient Greek words *anthropos* meaning ‘man’ and *genes* meaning ‘born’)
- anti-Semitic:** a term to describe hostility and prejudice towards Jews
- apartheid:** segregation between races as practised in twentieth-century South Africa
- appeasement:** the policy that Britain and France pursued towards Germany from the mid 1930s until 1939. Their intention was to give in to some of Hitler’s demands in the hope of avoiding war.
- arbitration:** the process by which two groups in conflict are brought together to negotiate a solution that both can live with
- arid:** dry and without a source of moisture
- armistice:** temporary halt to fighting in order to allow peace negotiations
- arsenal:** military stores and equipment
- artillery:** mounted light and heavy guns
- artisan:** a person skilled in industry, crafts or art
- assassination:** the murder of an important political or religious figure
- assimilation:** a policy that forces people to conform to the attitudes, customs and beliefs of the majority of the population
- assisted immigration:** a government scheme providing subsidised fares and incentives to encourage immigration to Australia
- asylum:** a refuge or sanctuary providing protection against persecution or danger
- autocrat:** an absolute ruler; makes decisions without seeking advice
- aviation:** the act of flying by mechanical means
- Axis powers:** the powers of Germany, Italy and Japan, who, along with their supporters, fought against the Allied powers in World War II
- Balkans:** the name for some of the countries (Greece, Serbia, Bulgaria and Montenegro) of the Balkan peninsula in south-eastern Europe in the early twentieth century
- bankruptcy:** the state of being bankrupt — unable to pay debts
- banzai charge:** a mass attack against the enemy aimed at either succeeding or dying honourably rather than surrendering or being captured
- basic wage:** minimum wage paid to an adult worker under an award or agreement
- Berber:** a member of a group of north African tribes living in the Sahara



**biosphere:** the relatively thin section of the Earth's surface and the lower atmosphere in which life exists. It comprises the soil layers on land, the rivers, lakes and oceans, and the air in which birds and insects live.

**black market:** the business of buying or selling goods illegally, often during times of rationing

**Black Panthers:** a militant political party whose members patrolled black communities to protect their residents from abuses of police power

**Black Power:** a movement promoting African Americans' control of their own political and cultural organisations with the goals of promoting pride in their race and achieving equality

**blue-collar jobs:** jobs in manufacturing industries

**bombora:** a surfing term referring to waves breaking over a submerged rock shelf. It is the name given to a favourite surfing site near Sydney's Manly beach

**boycott:** a form of protest that punishes people by imposing a ban or refusing to have contact with them or their businesses

**buffer:** smaller country or region lying between larger countries as protection against possible attack

**built environments:** elements of the environment that have been constructed by people, including buildings, roads, parks and sporting and cultural facilities

**Cabinet:** a group made up of the Prime Minister, Treasurer and the most important ministers. This is where most important decisions are made on matters to bring before Parliament.

**cap and trade scheme:** imposing a limit (cap) on total carbon emissions while rewarding companies that reduce carbon pollution and penalising those that don't. The scheme involves buying and selling (trading) carbon credits, often in the form of certificates.

**capitalism:** an economic system emphasising private ownership, individual liberty and a free market

**capitalist:** a person who supports a system where property is mostly owned by individuals

**castrate:** to remove the testicles

**casualties:** those killed, wounded or captured during wartime

**cede:** to surrender by treaty to another power

**censorship:** government control over what the public can see, view or hear, to prevent the communication of information it judged to be objectionable, sensitive or harmful to the war effort

**census:** official count of the population, carried out every five years in Australia

**charter:** written document stating privileges and rights

**cheap labour:** workers who are lowly paid, whose jobs are not protected and who have little access to the usual worker benefits

**civil disobedience:** a campaign refusing to obey laws that are considered unjust

**civil rights:** the political and social rights and freedoms that anyone in a given society is entitled to as a member of that society

**Civil Rights Movement:** a program of protest and civil disobedience undertaken by African Americans and their supporters in the 1950s and 1960s to overcome racist policies that denied them their civil rights

**civil war:** a war between rival groups within a nation

**clicktivist:** recently coined word describing a person who does things online — such as signing a petition — as their way of being politically active

**cockfighting:** fight among roosters that are often armed with spurs

**collective security:** the idea that League member nations would act together against any nation that threatened any other member

**colonial:** belonging to a ruling power

**communism:** a political and economic system of social organisation, similar to socialism, in which the means of production and distribution are held by the state (government), as opposed to a system of private ownership with a profit-based economy

**Communist:** political party that controlled Soviet government from 1917 to 1991

**communist:** a person who supports a system of social organisation based on the idea that the state or community as a whole should own all property

**compensation:** payment made for loss or suffering; the task of making up for some misfortune or wrongdoing

**concentration (or labour) camps:** initially, camps the Nazis created to imprison their enemies, especially Jews. From 1939, these became camps in which inmates were used as slave labour and worked to death producing war materials for the Nazis.

**concubine:** secondary wife

**conscientious objector:** someone whose conscience prevents them from participating in military service

**conscription:** the compulsory enrolment of individuals for service in the armed forces

**Copernican revolution:** the major change in thinking caused by Copernicus's 1543 theory that the planets revolved around the sun — the heliocentric theory — rather than the prevailing thought at the time that the Earth was the centre of the universe

**Cornucopian:** describes the belief that nature is, and always will be, bountiful enough to supply human needs

**cosmopolitan:** not limited to one part of the world

**cottage industry:** the production of goods or materials by a family working at home

**coup:** use of force to bring change of government

**Cronulla riots:** an incident on Sunday 11 December 2005 when hundreds of protesters, some draped in Australian flags, arrived at Cronulla Beach, south of Sydney, in response to claims that Lebanese men were intimidating people on the beach. It began as a peaceful protest but turned violent, with people attacked simply because they were of 'Middle Eastern appearance'.

**Crown land:** a term to describe land that the state owns and the government administers. It is land owned by the public and not by private companies or individuals.

**Cuban missile crisis:** when the United States declared an air and sea blockade to prevent the Soviet Union placing nuclear missiles in Cuba, creating a real threat of conflict between the two nuclear-armed superpowers. Eventually a compromise settlement was negotiated between the two superpowers.

**customary law:** law, passed down by word of mouth, that applies within different Indigenous communities. It has strong links to religious beliefs and evolves according to the community's changing needs.

**D-Day:** a term for the first day of a planned military operation. 'D minus 1' would be the day before this and 'D plus 1' the day after.

**defection:** changing allegiance or deserting from a duty

**defoliation:** the stripping of foliage on trees; used during the Vietnam War to deprive the Vietcong guerillas of cover that they could use for surprise attacks

**democratic republic:** a government run on democratic principles with an elected rather than a hereditary head of state

**desegregate:** to remove segregation of public places and organisations

**despot:** a tyrant or oppressive ruler

**destitute:** lacking any means of income and support

**diplomatic relations:** negotiations and agreements between officials and governments of different nations

**displaced people:** people who have been forced outside the national boundaries of their country

**diverse:** many different kinds, forms or characters

**double burden:** a term used to describe society's expectation that women continue to perform their unpaid household work while also participating in the paid workforce

**double dissolution:** when a dispute between the Legislative Assembly and the Senate cannot be resolved, the government can dissolve both houses and call for new elections for the two houses.

**dowager:** widow of a man holding a position of power such as an emperor, king, duke or earl

**Dreaming:** the time of the creation of the Earth, living things and the beginning of knowledge, from which emerged the laws, values and symbols important to Aboriginal society

**drover:** one who drives cattle and sheep over long distances

**dynasty:** the period of time during which one family controls government (usually over several generations); the members of that family

**dysentery:** infectious disease marked by diarrhoea and dehydration

**ecology:** the relationship of all elements in an environment, including people, animals and inanimate elements

**Economic and Social Council (ECOSOC):** the organ that coordinates the UN's work on social and economic issues, including encouraging respect for human rights and freedoms

**ecosystem:** refers to a natural environment and all the organic life within it

**EEC:** European Economic Community, an organisation established in 1957 to promote economic cooperation between European nations

**El Alamein:** a town on Egypt's Mediterranean coast, 106 km west of Alexandria

**El Dorado:** a mythical place where huge stores of gold and precious jewels lie waiting for adventurers to claim them

**embassy:** the headquarters of those who represent their nation within a foreign country

**emissary:** agent sent on a mission

**enclosure:** the consolidation of open fields into single farms, owned by one farmer, and fenced off from neighbouring land

**enemy aliens:** people living within a country with whom their own country is at war

**Enlightenment:** period in the late seventeenth and eighteenth centuries when it was believed reason should come before tradition and superstition

**environment:** surroundings; can be natural, built or social

**envoy:** diplomat sent as an ambassador to a foreign land

**equity:** fairness achieved by treating people identically (equally) or by treating people differently to achieve a fair (equitable) outcome

**eugenics:** the belief in improving a human population, especially by controlling who is or is not allowed to have children; it seeks to prevent people with genetic defects or undesirable traits from reproducing. The idea started in the United States and was very popular worldwide in the early twentieth century.

**eunuch:** castrated man

**evolution:** origin of species by development from earlier forms

**fallow:** land left idle without the planting of a crop

**fascist:** used to describe someone who follows the political ideology that the individual should serve the state, which should be governed by a strong leader embodying the national will. Mussolini led this movement in Italy from 1919 until his execution in 1945.

**federation:** a political system in which separate states maintain their own government, but give up some of their powers to a central government

**feudal:** system of government based on holding of land and the relationship between the lord and his vassal (tenant)

**franchise:** the vote: To be 'enfranchised' means to have the right to vote.

**fuzzy-wuzzy angels:** nickname for Papua New Guineans who carried injured soldiers down the Kokoda Trail

**G8+5:** includes the major industrial G8 countries of Canada, France, Germany, Italy, Japan, Russia, United Kingdom and the United States and the emerging economic giant '+5' nations of Brazil, China, India, Mexico and South Africa

**Gandhi:** man who led India's struggle for independence from Britain in the first half of the twentieth century using *satyagraha* — non-violent protest, disobedience and non-cooperation

**General Assembly:** the main discussion and policy-making organ of the UN and the one in which all its members are represented

**Geneva Convention:** an international agreement on the rules for wartime treatment of prisoners of war and the wounded

**ghetto:** an area within which Jews were confined and segregated from the rest of a city and its population. The term originated in Venice in 1516 when the Venetians forced the city's Jews to live separately from the rest of their society.

**Great Depression:** a period from the late 1920s until the outbreak of World War II when most nations suffered severe economic hardship and massive unemployment

**green ban:** a ban placed by union workers on a development project that threatens a site of historical or environmental value

**guerillas:** small bands of soldiers who harass the enemy by surprise attacks

**Holocaust:** the systematic killing of more than six million of Europe's nine million Jews by the Nazis in the period c.1939–45

**home front:** civilian participation in the war effort

**Horn of Africa:** the peninsula in north-eastern Africa that includes Somalia, Djibouti, Eritrea and part of Ethiopia

**human rights:** the rights to which people are entitled as human beings

**immigration:** coming into a new country for the purpose of permanent settlement

**incendiaries:** bombs that burst into flames upon explosion

**indigenous:** the term for a country's 'first peoples'. The federal government defines an Indigenous Australian as 'a person of Aboriginal or Torres Strait Islander descent who identifies as an Aboriginal person or Torres Strait Islander and is accepted as such by the community with which the person associates'.

**Indochina:** peninsular region of South-East Asia including Vietnam, Laos and Cambodia

**Industrial Revolution:** a change in technology that transformed the way people worked and lived

**infant mortality:** a statistic for the number of children under the age of one who die for every 1000 live births. In Australia today it is approximately 4.5, but in 25 African countries it ranges from 64 to 175.

**infanticide:** the killing of newborn children

**infrastructure:** buildings and permanent structures associated with a system or community

**international law:** agreements, conventions, customs, treaties, procedures and rules that govern relations among those nations that agree to support them

**internment:** the practice of keeping people under guard in a specific area, particularly during wartime

**invasion:** moving into someone else's land with the intention of taking control of the land and its resources

**island hopping:** the US strategy of having its forces conquer one by one the Pacific islands that would facilitate the invasion of Japan

**isolationism:** the term used to describe the US foreign policy of withdrawing from involvement in international (and especially European) affairs except in defence of its own interests

**Jim Crow laws:** laws that enforced segregation between whites and blacks in transport and public facilities and even outlawed marriage between the two racial groups

**kamikaze pilots:** pilots who, as Japan neared defeat, embarked on suicide missions, crashing planes loaded with bombs, torpedoes and explosives into Allied warships

**Ku Klux Klan:** an organisation whose members engaged in campaigns of terror and intimidation against African Americans and their supporters

**Kyoto Protocol:** an international agreement whereby signatory nations commit to reduce greenhouse gas emissions. It was framed in Kyoto, Japan, in 1997 and came into force in 2005. The protocol is linked to the UN Framework Convention on Climate Change.

**lean-to:** shelter made of wood or iron that is propped up



**legend:** a story or belief that has special significance within a particular group or culture

**legislation:** laws written and approved by parliament

**liberal:** progressive and providing the opportunity for personal freedom

**liberalism:** a political movement emphasising individual freedom from authority

**liberate:** to set free or release

**Light Horse:** troops on horseback; they fought on the ground and used their horses to get to the battlefield

**lineage:** line of descendants of a particular family

**lock:** an enclosed portion of a river with gates at each end, allowing water to flow in to raise boats, or flow out to lower boats

**looting:** stealing goods or valuables

**maize:** cereal plant, also known as corn

**malingerer:** someone who pretends illness or disability, especially in order to avoid duty or work

**mandate:** command or order from a superior power, or area of responsibility

**marine:** soldier serving on board a ship

**middle class:** a social class between the aristocracy and working class; the new middle class played a key role during the Industrial Revolution

**millwright:** a person who designs and builds mills and mill machinery

**minaret:** a turret, or tower, attached to a mosque, usually also having a balcony, from which the call to prayer is made

**minister:** a member of the party in government who has responsibility for a certain area such as defence, finance or education

**monolithic:** massive and uniform

**monopoly:** exclusive control of a market, goods or services; exclusive control or management by an individual or group on their terms

**‘mopping up’ operation:** finishing off a military campaign by killing or capturing enemy troops who remain fighting after the main battle has been won

**munitions:** weaponry, ammunition and other materials used in war

**Murray–Darling Basin:** the area drained by the Murray and Darling rivers and their tributaries. The basin stretches from south-east Australia (around the Australian Alps) and southern Queensland to near Adelaide in South Australia, where the Murray enters the sea.

**mutation:** change in form or appearance

**napalm:** a sticky substance used in flame throwers and fire bombs

**narcotic:** substance that reduces pain or affects the senses

**nationalise:** to bring under the control or ownership of the government

**nationalism:** a sense of national identity, and a desire to work with others to achieve common national goals, at times regardless of how this might affect other countries

**native title:** legal recognition of the existence of Indigenous people’s law and land ownership before 1788

**Nissen hut:** a prefabricated steel structure used extensively during World War II for accommodation for soldiers

**online petition:** a document on a website that people are asked to sign to show that they support a particular cause or oppose a particular action

**outhouse toilet:** a non-flushing toilet situated away from a house, shop or office. Human waste dropped into a steel bin under a wooden seat and was usually collected regularly by local councils. They were still in common use in some Australian towns and cities in the 1960s.

**pacifist:** a person who opposes in principle all war or violence

**Panzer Army Africa:** the name for Rommel’s Axis forces in Africa in 1941. It incorporated an enlarged Afrika Corps as well as Italian troops.

**parliament:** elected representatives serving in the government of a country or state

**patriotism:** devotion to and support for one's country

**pawn:** to deposit an object as security for money borrowed

**pawnbroker:** person who lends money in exchange for a pledge of personal property

**perspective:** the particular way a person sees, understands and feels about an event or an issue.  
 Perspective is affected by upbringing, experiences, values and philosophical or political beliefs.

**piracy:** robbery or violence at sea

**pogrom:** organised, and often government-approved, violent attacks on the people and property of a minority group, especially Jews

**political asylum:** to provide refuge or a secure home for a person regarded as being at risk from the government of their own country

**Post Exchange (PX):** a store where American servicemen could purchase goods and services that were not subject to local taxes

**post-traumatic stress disorder:** a mental health disorder caused by involvement in a threatening and terrifying situation (for example, combat or being a prisoner of war). Symptoms include severe anxiety, involuntarily mentally re-living the event, and recurring nightmares about it.

**practical reconciliation:** policy focused on Indigenous people gaining equality in health, education and living standards but not linked to understanding past injustices or accepting any responsibility for them

**predacious:** predatory; related to plundering, pillaging or robbery

**primary produce:** goods coming from farming, fishing, forestry and mining

**prisoners of war (POWs):** people captured and imprisoned by their wartime enemy

**Privy Council:** the highest court of appeal in Britain, which advised the Queen or King

**propaganda:** information, ideas or argument used to further a cause or damage an opponent's cause

**proportional representation:** a voting system in which every party that gains votes obtains seats in parliament in proportion to the number of votes people cast for it. This can result in votes being divided among so many small parties that no one party can gain a majority.

**protection:** a government policy from c.1869 to 1937 that segregated Aboriginal people from Australian society and became the means of controlling their lives

**quadrant:** instrument used in astronomy and navigation

**quartz:** a common mineral found in many rocks

**radical:** favouring drastic political and social reform or change

**ratify:** to confirm an agreement made by someone representing the government

**rationing:** allowing each person only a specific quantity of a particular product

**reconciliation:** policy of recognising past injustices towards Indigenous Australians and fostering understanding of how past events, policies and attitudes have shaped Indigenous and non-Indigenous relationships

**referendum:** a vote in which the people are asked whether they agree to a proposed law, change to a law or a change to Australia's Constitution

**renewable energy target:** requires companies that generate electricity to produce a certain percentage of their energy from renewable sources such as solar, wind and tidal

**representative:** government with people elected to represent their constituency or area

**republic:** state where supreme power rests with the citizens entitled to vote

**reserve labour force:** a term used to describe how women have been used as a 'spare' labour force in times of need

**right-wing:** describes people supporting nationalism, tradition and a social hierarchy, as opposed to those of the left wing, who support change to improve workers' economic, political and social position

**ringer:** a station hand such as a stockman or drover

**royal commission:** a group of people, usually judges, appointed by the government to investigate some area of public concern

**sacred sites:** sites that are important to the spiritual or cultural beliefs of an Indigenous group

**scurvy:** disease marked by bleeding gums and caused by a lack of vitamin C

**segregation:** the policy of separating racial groups so that whites could retain power over African Americans

**self-determination:** a group's right to choose and control its own destiny and development

**separatist:** one who works for separation from a larger group or organisation, such as a church or government

**settlement:** the process of people occupying land where they intend to establish a community

**sewage:** waste matter passing through sewers

**siege:** surrounding a town so as to cut off supplies and military aid and force its defenders to surrender

**slacktivism:** recently coined term suggesting that clicktivism is a lazy way of being politically active

**SNCC:** Student Non-Violent Coordinating Committee, established in response to the success of the sit-ins

**socialism:** a political system in which governments control the economy to ensure greater equality

**sovereignty:** a supreme and independent power in government

**stalemate:** a situation in war where there is no movement on either side

**stock market:** market where stocks and shares are bought and sold

**subjugation:** the act of bringing under complete control

**subsistence:** describes farming or food gathering that provides only enough to satisfy the basic necessities of life

**suffrage:** the right to vote

**sustainable:** able to maintain the wellbeing of people, communities and environments

**sustenance:** means of providing a livelihood

**suttee:** Hindu practice of widow burning on husband's funeral pyre

**swagman:** a man who travels on foot around the country carrying his possessions in a bundle across his shoulders

**tanks:** armoured combat vehicles with machine guns and cannon, fitted with caterpillar tracks to help them move over difficult terrain

**tenure:** the possession of something, in this case land

**terra nullius:** Latin term meaning 'the land of no-one'. According to eighteenth-century law, a land that had no owner could be lawfully taken over by the people of another land.

**thuggee:** professional murderers in India who strangled their victims

**transmutation:** change over time

**triad:** secret Chinese criminal organisation using the triangle as its symbol

**tsunami:** a large wave caused by a subterranean earthquake. The wave, many metres high, can travel thousands of kilometres and cause much destruction and loss of life if it reaches land.

**two-up:** a gambling game in which punters predict the results after two coins are thrown into the air — 'heads', 'tails' or 'odds' (meaning one of each)

**unconstitutional:** in violation of the laws of a nation or state

**United Nations:** an international body set up in 1946 following World War II to preserve peace and alleviate problems of health, poverty and human rights

**urbanisation:** the trend of leaving rural environments to live and work in cities

**vassal:** person obliged to provide a service to his superior

**Vichy France:** the government of southern France that collaborated with the Axis powers in WWII and whose forces fought against the Allies in North Africa

**Victoria Cross:** named after Queen Victoria, this was the highest military decoration awarded to soldiers within the British Empire. Australia created its own VC in 1991.

**ward of the state:** someone whose legal guardian is the state, the court or a public welfare agency

**Weimar Republic:** the name of the German government from late 1918 to early 1933

**white-collar jobs:** jobs in clerical industries

**World Heritage status:** a designation granted by UNESCO (United Nations Educational, Scientific and Cultural Organization) for natural or built environments and features of special significance environmentally, historically or culturally. Once having nominated a site successfully, governments are expected to preserve and protect it.

**yellow peril:** term used in the nineteenth and early twentieth centuries to describe Asia



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